

DOCUMENT RESUME

ED 202 761

SO 013 371

TITLE Teacher's Guide: Social Studies, 8.
INSTITUTION Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
PUB DATE 80
NOTE 286p.; Not available from EDRS in paper copy due to colored paper of original document; some pages may not reproduce clearly from EDRS in microfiche due to difference of ink variations on colored paper. For a listing of related documents, see SO 013 363-373.
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Basic Skills; *Concept Teaching; Educational Objectives; *Ethical Instruction; Grade 8; *Inquiry; Junior High Schools; Learning Activities; Secondary Education; *Sequential Approach; *Skill Development; *Social Studies; Teaching Guides

ABSTRACT

This teacher's guide, part of a sequential K-12 series, provides objectives and activities for social studies students in grade 8. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students examine emotionally loaded terms and sweeping generalizations in speeches, role play famous figures in the slavery issue, show relationships between word pairs, and write a research paper. Inquiry skills involve noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, distinguishing between fact and opinion, identifying needed evidence, recognizing biased statements, asking useful questions, distinguishing between primary and secondary sources, and evaluating sources of information. Several worksheets provide readings, questions, and activities to develop these skills. Concepts covered are conflict, interdependence, communication, multiple causation, environment, and political revolution. Students analyze the Civil War, labor conflicts, and slavery, simulate a town meeting, examine systems created by the automobile, and analyze writings about the Navaho. Students practice discussion skills in groups. In one activity, the teacher provides a controversial issue and assigns specific discussion roles. The section on values and moral reasoning discuss value analysis, values clarification, and moral dilemmas, and provides strategies for teaching dilemmas, steps for decision making, and dilemma and values exercises. (KC)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

BEST COPY AVAILABLE

ED 202761

TEACHER'S

SKILLS

inquiry

concepts

values
and
moral
reasoning

discussion

learning

GUIDE

SOCIAL STUDIES

8

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

M. H. BORELLI

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

50 013 371

TABLE OF CONTENTS

	Page #
How to Use This Guide (white)	2
How to Teach Skills (white)	3
Learning Skills (green)	
Introduction	L-1
Table of Contents	L-2
Flow Chart	L-3
Skills Description & Activities	L-4
Inquiry Skills (pink)	
Introduction	I-1
Flow Chart	I-6
Skill Descriptions with Objectives & Sample Evaluation Items	I-7
Concepts (goldenrod)	
Introduction	C-1
Flow Chart	C-2
Table of Contents	C-3
Concept Description & Activities	C-4
Response Forms	C-18
Discussion Skills (lavender)	
Introduction	D-1
Flow Chart(s)	D-3
Skill(s) Description(s)	D-6
Table of Contents	D-12
Activities	D-13
Teacher Role	D-17
Bibliography	D-22
Response Form(s)	D-23
Values & Moral Reasoning (canary)	
Introduction	V-1
Skill Descriptions & Activities	V-2
Guides to Teachers	V-24
Response Forms	V-25 p. 32

The following curriculum product was developed by the Cortland City Schools and the McGraw Central Schools in a cooperative curriculum development effort sponsored by the Cortland-Madison BOCES.

Project Director 1977-78	-	Frank Alessi
1978-79	-	
1979-80	-	Thomas Thurlow

HOW TO USE THIS GUIDE

The Committee for the Revitalization of the Social Studies Program has prepared this Guide to assist the teachers in the Cortland and McGraw School Systems in the implementation of the Social Studies Program as it has been revised. The Guide is prepared with the following basic curriculum as a framework:

Grades K-6	Holt Data Bank Program
Grades 7 & 8	New York State and American History
Grade 9	World Cultures With Emphasis on Far Eastern and African Cultures
Grade 10	World History and Great Civilizations
Grade 11	American Studies
Grade 12	Social Studies Electives

At each of these grade levels, the Committee has prepared the sequential skill and concept developments which it has deemed important for achieving an effective, meaningful and productive social studies program. It is important that each teacher, at each grade level, seriously endeavor to implement those skills at the grade level for which he/she is responsible.

The goal of the project is mastery of Learning Skills, Inquiry Skills, Discussion Skills, Moral Development/Valuing Skills and Concept Development. The order in which they appear in this Guide is purely arbitrary, and each should be developed simultaneously throughout the school year. Each of the Guides is self-contained for that grade level and is color coded for easy reference. Each Guide contains skill descriptions, teaching activities, a flow chart and special helps. The teacher should first become familiar with each of the five skill areas when planning the year's work. Subsequently, the teacher should constantly check classroom progress in each area throughout the year.

Further development and evaluation of this program will be a continuing endeavor of the Project. It is necessary, therefore, that each teacher add supplementary materials as each may be forthcoming, utilize pre- and post- tests as they are issued, and respond to questionnaires and evaluation sheets which may be included.

This Guide contains the most recent results of countless hours of effort and contributions made by numerous teachers and administrators throughout the life of the Revitalization Program. Conscientious implementation will result in a program which infuses sequential skill and concept development into traditional content curriculum.

HOW TO TEACH SKILLS

For years, content has been the main focus in Social Studies Education. The Social Studies Revitalization Project has come to realize that skill mastery is as important as the acquisition and retention of information. With this in mind, skill development has a high priority in the implementation of our new Social Studies curriculum in this district. In spite of the fact that teachers have been teaching for skill mastery for many years, the Committee feels it is important that a review of skill development guidelines and techniques is worthwhile at this point.

Barry Beyer has developed four general guidelines:

1. The teaching of skills may be done with a variety of media. (films, experiences, as well as texts)
2. Content must serve as a vehicle as well as a goal for learning.
3. The most productive way to teach skills is to integrate them into the natural flow of the course content. For example, within the framework of a study of the American Revolution, the teacher may introduce and develop discussion skills, map skills, listening skills, concepts and values clarification.
4. The teaching of skills must be a conscious and organized effort on the part of both teacher and student.

The teacher must:

- a. read about, tell about or show the skill
- b. explain the steps involved in using the skill
- c. demonstrate the skill

The student must:

- a. practice the skill numerous times
- b. reflect on and summarize the skill*

Remember: There is a difference between teaching a skill and (constant) testing for skill acquisition. Teachers frequently assume students have previously acquired a skill, when, in fact, they may never have been systematically taught that skill.

*Beyer, Barry, Back To Basics, Social Science Education Consortium, 1977, pp. 21-23.

LEARNING SKILLS

INTRODUCTION

Seven learning skills were selected by the task group in the social studies project. Most of them will be very familiar to you, the teachers of education.

These skills are:

- Listening
- Speaking
- Viewing
- Reading
- Writing
- Map Skills
- Table, Charts, Graphs and Statistical Skills

The Learning Skills Task Group realized that many of these skills are already an integral part of your daily teaching, although they may not be emphasized in the context of social studies. We found that these skills are important to all students and are used in all disciplines.

The purpose of the Learning Skills section of this guide is to clearly define the skills and integrate them into the Social Studies Curriculum. Many of the sample activities can be adapted to various subject matters, as well as to the materials we used.

TABLE OF CONTENTS

LEARNING SKILLS

<u>Skill</u>	<u>Pages</u>
Listening	L- 3 - L- 6
Speaking	L- 7 - L-10
Viewing	L-11 - L-13
Reading	L-14 - L-16
Writing	L-17 - L-20
Map Skills	L-21 - L-23
Tables, Charts, Graphs & Statistical Skills	L-24 - L-26

LISTENING SKILL BUILDING SEQUENCE

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Can be aware of emotionally loaded terms and sweeping generalizations.								*	-----				/
B. Can follow sequence of ideas.								*	-----				/
C. Can recognize relationships from which inferences and conclusions can be drawn.								*	-----				/
D. Can be able to determine that some pertinent idea has been omitted and whether content and presentation are fair, accurate, and consistent to topic.									*	-----			/
E. Can follow directions given orally by teacher.								*	-----				/
F. Can gather data from a recording when guided or cued.								*	-----				/
G. Can gather data from teachers' and students' oral presentation.								*	-----				/
H. Can gather data from a recording when not guided or cued.								*	-----				/
I. Can discriminate between main ideas and supporting details in an oral presentation and group discussions.								*	-----				/

- * Grade at which skill is introduced
 --- Grades at which skill is reinforced, maintained, extended
 / Grade at which 90% mastery should be expected

THE SKILL OF LISTENING

DEFINITION: An internal process in which the individual tries to understand the spoken language or other sounds.

- Skill A Can be aware of emotionally loaded terms and sweeping generalizations.
- Skill B Can follow sequence of ideas.
- Skill C Can recognize relationships from which inferences and conclusions can be drawn.
- Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.
- Skill E Can follow directions given orally by teacher.
- Skill F Can gather data from a recording when guided or cued.
- Skill G Can gather data from teachers' and students' oral presentations.
- Skill H Can gather data from a recording when not guided or cued.
- Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Note: The teacher is responsible for all of the above areas.

LISTENING
ACTIVITIES

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Using the tape protesting slavery, "The Case of Frederick Douglas," have the students identify expressions that show emotions of Frederick Douglas, and the generalizations he uses about the institution of slavery. "The Americans," Holt, Chapter 7, part 12.

Skill B Can follow sequence of ideas.

Students will be asked to give an oral report, and other students will be asked to listen and produce a summary of main ideas of sequence. Grades 7 & 8.

Skill C Can recognize relationships from which inferences and conclusions can be drawn.

The students will be able to identify the roles of the characters after listening to a tape recording. Source: The Americans, (Holt), Chapter 4, part 2.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.

1. Students observe and listen to a given debate in class and analyze both sides for accuracy of content, and fairness of presentation.
2. Students listen to a Press Conference of an important official, and take one question and the response, and analyze the accuracy and consistency of the topic.

Skill E Can follow directions given orally by the teacher.

The students will plan a debate on an issue of their choice based on a subject that is relevant to the subject being studied. At the conclusion the class may evaluate the presentations given orally or written.

Skill F Can gather data from a recording when guided or cued.

1. Listen to a recording about a different kind of protest. While listening to the recording, listen for the 5 questions that go with it. Space is provided for your answers in your workbook. Grade 8 - The Americans, (Holt), Chapter 16, part 8.
2. This skill can obviously be adapted to any recording on any topic within availability.

Skill G Can gather data from teachers' and students' oral presentations.

Oral report as a result of student research, who would present his findings orally to the other students who would be required to gather data from the reports.

Skill H Can gather data from a recording when not guided or cued.

The student will listen to a historical recording and list the main ideas. For example, John Kennedy's Innaurgural Address.

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Using tape recording "The Dred Scott Case," the student will identify the main idea and supportive idea behind this famous decision. Source: The Americans, (Holt), Chapter, part 3, grade 8.

This skill can be adapted to almost any lesson, using audio materials.

SPEAKING SKILL BUILDING SEQUENCE

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Can give an oral report.	*	-----											/
B. Can participate orally and effectively in:					*	-----							/
a. small group discussion													
b. committees													
c. forums													
d. debates													
e. skits													
C. Can effectively participate in role-playing situation	*	-----											/
D. Can pronounce selected social studies terms correctly	*	-----											/
E. Can develop and conduct oral interviews	*	-----											/

* Grade at which skill is introduced
 --- Grade at which skill is reinforced, maintained, extended
 / Grade at which 90% mastery should be expected

THE SKILL OF SPEAKING

DEFINITION: The ability to use audible symbols effectively and understandably.

Skill A Can give an oral report.

Skill B Can participate orally and effectively in:

- a. small group discussions
- b. committees
- c. forums
- d. debates
- e. skits

Skill C Can effectively participate in a role-playing situation.

Skill D Can pronounce selected social studies terms correctly.

Skill E Can develop and conduct oral interviews.

Note: The teacher is responsible for all of the above skills.

ACTIVITIES
SPEAKING

Skill A Can give an oral report.

A student will research a certain topic in American History and present an oral report.

Skill B Can participate orally and effectively in:

- a. small group discussion
- b. committees
- c. forums
- d. debates
- e. skits

For example: Early secondary level students can write and record a skit illustrating life in the Southern Colonies.

Skill C Can effectively participate in a role-playing situation.

1. Students play famous figures in the slavery controversy, each putting themselves in the role of that character. Source: Inquiry: USA, (Globe Publisher), Unit 5, Chapter 24, The Black Box.
2. Other role play situations can be created.

Skill D Can pronounce selected social studies terms correctly.

These general activities can be adapted to any level of learning.

1. WORD SCRAMBLING: Each one in a group of scrambled words is followed by a definition that states the meaning of the word when it is correctly spelled. Read each of the definitions and then unscramble the word.
2. Several sets of words are given, in each set, two words have a definite relationship following these two words is a single word followed by a blank. Below the blank are 3 words. Choose the word that is related to the word preceding the blank in the same way as the first two words are related. Example: employer; employee - management: labor, trade, labor, employment.
3. Attaining Concepts

Teacher
a. Say this word after me...

Student
Repeats word.

b. This is an...

Looks at object, listens to description.

c. This is also an...

Given, or reads statements to which are illustrative examples of the concept.

d. This is not an...

looks at new object, or listens to new description or reads statements which are not samples of the concept (but which may be similar, in similar form, etc.)

Teacher

Student

e. Show mean... or tell me what you think an... is or which of these describes an... or is this an...

Points to object. Defines the concept. Selects from one or more descriptions.

f. Asks: How then would you define an...

Gives summary, generalizations. (definition of concept)

4. Anagram Games, using specialized vocabulary at specific level.
Source: Success With Words in Social Studies, English, Science, Math by Harold L. Herber.

5. Use words surrounding an underlined term in each of a group of sentences to figure out the meaning of the term. Example: the interactions of biotic factors influence the development and survival of each other and the species.

6. There are six words in each section. Cross out the two words in each group that you feel are not related to the others. In the blank at the top of each group, write the term from the list given which best describes the relationship of the remaining four.

7. Use each pair of words, in a list given, in a single sentence that shows the relationship between the words.

- a. population : species
- b. community : population.

8. For several groups of words, arrange each of the groups into a logical progression. State the reason for the sequence in the blank provided.

Skill E Can develop and conduct oral interviews. To use questioning effectively in acquiring information from another person.

Interview someone who lived through a particular period in History (i.e. The Great Depression) to discuss first hand information through oral questioning.

Note: Hints on conducting interviews. Source: Introduction, The Fox Fire Book, Ed., by Eliot Wigginton, Anchor Book, Publisher, 1972.

VIEWING SKILL BUILDING SEQUENCE

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Can list information derived from a single, still photograph	*	-----											/
B. Can describe what is portrayed in a single, still photograph	*	-----	/										
C. Can classify photographs by subject	*	-----											/
D. Can discriminate between relevant and irrelevant visual evidence	*	-----											/
E. Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips, or collections of pictures	*	-----											/
F. Can arrange an interpretive display on a bulletin board						*	-----						/
G. Can interpret television	*	-----											/
H. Can identify and distinguish between various visual media						*	-----						/

- * Grade at which skill is introduced
- Grade at which skill is reinforced, maintained, extended
- / Grade at which 90% mastery should be expected

THE SKILL OF VIEWING

The visual inspection and critical assessment with a particular purpose in mind.

- Skill A Can list information derived from a single, still photograph.
- Skill B Can describe what is portrayed in a single, still photograph.
- Skill C Can classify photographs by subject.
- Skill D Can discriminate between relevant and irrelevant visual evidence.
- Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.
- Skill F Can arrange an interpretive display on a bulletin board.
- Skill G Can interpret television
- Skill H Can identify and distinguish between various visual media.
Introduced at Intermediate Level

Note: The teacher is responsible for the following skills at this level:

Skill	C
	D
	E
	F
	G
	H

ACTIVITIES
VIEWING

Skill A Can list information derived from a single, still photograph.

Mastered at intermediate level.

Skill B Can describe what is portrayed in a single, still photograph.

Mastered at primary level.

Skill C Can classify photographs by subject.

Given a series of pictures showing stages in the process of immigration, the student will be able to place in chronological order. Source: The Americans, (Holt), Chapter 12, part 8, picture card set 6.

Skill D Can discriminate between relevant and irrelevant visual evidence.

Using filmstrip, chapter 10, part 2, The Americans (Holt), the students will view this filmstrip and identify the jobs performed by farmers and speculate about different jobs farmers perform in growing other products.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

Can be adapted with questions to any visual lesson.

Skill F Can arrange an interpretive display on a bulletin board.

Activities involved here can be adapted to all levels stressing the skill of organizing, creativity, using the best media to express the idea, simplicity, clarity.

Skill G Can interpret television.

Activities involved here can be adapted to all levels, according to circumstances and at the discretion of the teacher.

Skill H Can identify and distinguish between various visual media.

Students will be shown examples of various media and asked to identify.

READING SKILL BUILDING SEQUENCE

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Can sound out and pronounce words.	*	-----								/			
B. Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.	*	-----										/	
C. Can discriminate between the main idea and subordinate details in paragraphs, or in longer prose passages.	*	-----										/	
D. Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.						*	-----					/	
E. Can follow and understand written directions.	*	-----										/	

- * Grade at which skill is introduced
- Grade at which skill is reinforced, maintained, extended
- / Grade at which 90% mastery should be expected

THE SKILL OF READING

DEFINITION: A complex process of grasping the meaning from print, imagining, translating, inferring the intent, organizing ideas and evaluating meaning.

- Skill A Can sound out and pronounce words.
- Skill B Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.
- Skill C Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.
- Skill D Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.
- Skill E Can follow and understand written directions.

Note: The teacher is responsible for all skills at this level.

ACTIVITIES
READING

Skill A Can sound out and pronounce words.

Activities may need to be specialized.

Skill B Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.

Any reading exercise, considering the ability of the student, can be used to test comprehension.

Skill C Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.

Using a social studies reading, have students outline giving main idea and subordinate details.

Skill D Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.

Activities: See map skills, tables, charts, and graphs.

Skill E Can follow and understand written directions.

WRITING SKILL BUILDING SEQUENCE

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Can write short answers to questions found in the text and on worksheets.									*	-----	/		
B. Can construct one-sentence answers to several types of questions.									*	-----	/		
C. Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.									*	-----	/		
D. Can write a short essay consisting of two or more paragraphs.									*	-----	/		
E. Can construct and utilize questions which are designed to secure specific pieces of data.										*	-----	/	
F. Can research and write term papers.									*	-----	/		

* Grade at which skill is introduced
 --- Grade at which skill is reinforced, maintained, extended
 / Grade at which 90% mastery should be expected

(Grade 8)

L-17

THE SKILLS OF WRITING

DEFINITION: Communication by using written language symbols

- Skill A Can write short answers to questions found in the text and on worksheets.
- Skill B Can construct one-sentence answers to several types of questions.
- Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.
- Skill D Can write a short essay consisting of two or more paragraphs
- Skill E Can construct and utilize questions which are designed to secure specific pieces of data.
- Skill F Can research and write term papers.

Note: The teacher is responsible for the following skills at this level:

Skill A
C
D
E
F

ACTIVITIES
WRITING

Skill A Can write short answers to questions found in the text and on worksheets.

1. From a selection read, student will write a question to be submitted for group answering.
2. Read a portion of the text, answer chapter questions.

Skill B Can construct one-sentence answers to several types of questions.

Mastered at the intermediate level.

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

Skill D Can write a short essay consisting of two or more paragraphs.

These are basic to the answering of essay questions. In grade 8 structure should be emphasized.

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

1. Have students develop questions from a particular assignment, and also write down the answers they would expect for each question.
2. Prepare pertinent questions for a personal interview.
3. Construct a list of questions which you need to answer in writing a report.

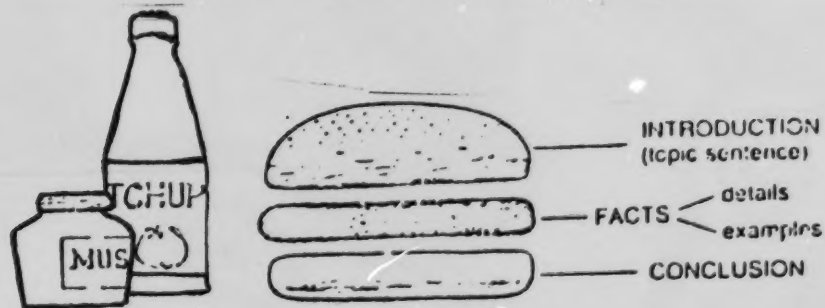
Skill F Can research and write term papers.

A five to ten page reserach paper including formal bibliography and proper footnoting. A subject such as a controversial issue should be chosen - the student will state the issue, investigate both sides, and draw conclusions. The use of encyclopedias should be limited, and the number and type of reference materials should be set.

Help in Organizing Essays

The organizing and writing of essays is an important skill to develop in Junior High. The following will be of value:

"Teachers can help students learn how to organize their ideas in writing. Probably the most useful device for helping younger students to organize simple paragraphs is what someone once called a "hamburger paragraph." You will recall that a hamburger has a top half bun and a bottom half bun enclosing a juicy piece of meat which has been laced with condiments like salt, ketchup, mustard, onions, and the like to make it more tasty. A well-organized paragraph resembles a hamburger (see illustration).



It, too, has a top half bun: a topic sentence which states the paragraph's organizing idea. It also has a bottom half bun: a sentence which wraps up the paragraph by pulling together and describing the significance of the idea that the paragraph attempts to communicate. The "meat" of the paragraph consists of the information presented to explain, clarify, exemplify, or support this main idea. The details and examples used to explain the facts correspond to the ketchup and other condiments which make the meat of a hamburger more palatable. By explaining this analogy to the students, using it as a guide in evaluating paragraphs, and using it when making assignments ("Write a hamburger paragraph in answer to this question."), teachers can guide students to better organize their written work.

Of course, an essay can be viewed as nothing more than an extended paragraph, just as a hamburger enlarged becomes a "Big Mac" or some similar concoction. Here each segment or paragraph is separated from the next by a transitional sentence. The whole idea can be extended into a maxiburger of heroic proportions.

Obviously, this procedure is not a very sophisticated way of organizing ideas. But it serves as a beginning. Once students have mastered it, they can learn other ways to organize ideas in written form. The value of this technique lies in its concreteness, simplicity, and immediate utility as a guide to students who need help in organizing ideas on paper.

Source: Beyer, Barry; Back to Basics, Social Science Education Consortium, 1977, pages 31-32.

MAP SKILL SEQUENCING

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Can accurately determine the distance from one point to another.										*	---	/	
B. Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.										*	---	/	
C. Can state the relative advantages and disadvantages of various types of map projections.											*	---	/
D. Can construct and label a map.											*	---	/
E. Can understand and interpret map symbols.											*	---	/

* Grade at which skill is introduced

--- Grade at which skill is reinforced, maintained, extended

/ Grade at which 90% mastery should be expected

(Grade 8)

L-21

MAP SKILLS

- Skill A Can accurately determine the distance from one point to another.
- Skill B Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.
- Skill C Can state the relative advantages and disadvantages of various types of map projections.
- Skill D Can construct and label a map.
- Skill E Can understand and interpret map symbols.

Note: The teacher is responsible for all of the above skills.

ACTIVITIES
MAP SKILLS

Skill A Can accurately determine the distance from one point to another.

1. What time would it be in San Francisco when it is 12:00 noon in New York City?
A. 9:00 a.m. B. 9:00 p.m.
(See Cram - Map and Globe Skills - Testing Program - Level D, Map Plate #D).
2. Using the scale to compare distances along various travel routes: Scholastic Social Studies Skills - U.S. Maps B, lesson 7.

Skill B Can locate varieties and natural phenomena patterns of land use, density of population, relative size of communities, and so forth.

1. Given a blank global or world map label:
(1) equator (4) continents
(2) tropics (5) oceans
(3) circles (6) large islands
2. On a map showing transportation routes, pair cities that can be reached by various types of transportation routes (ex: highways, rivers, rails).
3. Using a topographical map, determine the direction of flow of selected streams.
4. Can locate places by precise latitude and longitude positions in minutes and degrees. Source: Scholastic Social Studies Skills, U.S. Maps B, lessons 4 and 7.

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Reading a variety of special purpose maps. Source: Scholastic Social Studies, U.S. Maps B, Lessons 7, 9, 10, 11, 12.

Skill D Can construct and label a map.

Given a blank map of the United States, with the states outlined, the students will construct a map of western expansion outlining the major land acquisitions of the United States from 1776 to 1853.

Skill E Can understand and interpret map symbols.

Using legends of different kinds of maps and interpreting pictorial and abstract map symbols. Source: Scholastic Social Studies Skills, U.S. Maps B, lessons 5, 6, 7, 8, 9, 11, 12.

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Can gather information from tables, charts, and graphs with and without specific cues.	*	-----											/
B. Can convert from one form of written tabular or graphic representation to another with or without directions.	*	-----											/
C. Can recognize inaccuracies or distortions in graphic presentations.	*	-----											/
D. Can recognize, organize, and construct time lines.					*	-----							/
E. Can use an index to gather or present statistical evidence.										*	-----		/

* Grade at which skill is introduced

--- Grade at which skill is reinforced, maintained, extended

/ Grade at which 90% mastery should be expected

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

DEFINITION: The interpretation and representation for tables, charts, and graphs.

- Skill A Can gather information from tables, charts, and graphs with and without specific cues.
- Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.
- Skill C Can recognize inaccuracies or distortions in graphic presentations.
- Skill D Can recognize, organize and construct time lines.
- Skill E Can use an index to gather or present statistical evidence.

Note: The teacher is responsible for all of the above skills.

ACTIVITIES
TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

Skill A Can gather information from tables, charts and graphs with and without specific cues.

Using a key, symbols and axes to identify the information.

Scholastic Social Studies Skills, Graphs A and B - all lessons.

Skill B Can convert from one form of written tabular or graphic representation to another without directions.

The students will take information from one type of graph and construct another type of graph. The Americans (Holt), Chapter 8, part 8, workbook.

Skill C Can recognize inaccuracies or distortions in graphic presentations.

The students will judge whether graph information is sufficient for a given purpose or conclusion. Source: Scholastic Social Studies Skills, Graph B, lessons 3, 9, 12.

Skill D Can recognize, organize and construct time lines.

Skill E Can use an index to gather or present statistical evidence.

INQUIRY SKILLS
TABLE OF CONTENTS

Introduction	I- 1
Flow Chart	I- 6
Skill Descriptions and Objectives/Evaluation Items	
Noting Similarities and Differences	I- 7
Classifying	I-18
Drawing Inferences	I-23
Generalizing	I-34
Hypothesizing	I-40
Distinguishing Between Facts and Opinions	I-48
Identifying Needed Evidence	I-54
Recognizing Biased Statements	I-69
Asking Useful Questions	I-72
Distinguishing Between Primary and Secondary Sources	I-83
Evaluation Sources of Information	I-92
Hints For Teaching Inquiry	I-105

INTRODUCTION

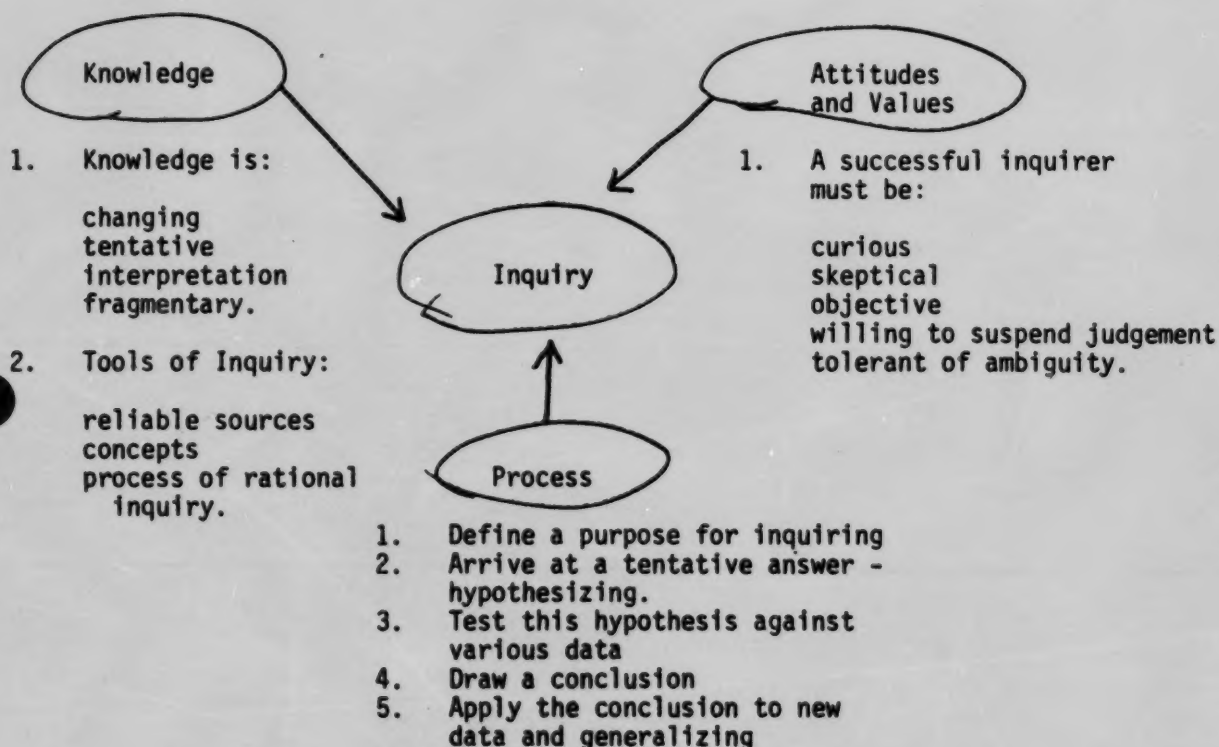
During the past decade, increased attention has been given to the teaching of social studies skills from kindergarten to the twelfth grade. The usual emphasis placed on acquiring content as an end in itself can no longer be justified. To survive in our rapidly changing world, our children do not need to memorize a myriad of useless facts, soon to be forgotten or superseded by new knowledge. Rather, they must leave the classroom equipped with the skills needed to uncover, process, and interpret data. In other words, with the realization that knowledge is doubling almost every decade, our children must possess the skills which will not only enable them to choose relevant data from constantly changing knowledge, but will also enable them to revise and re-evaluate what they have learned.

With this in mind, social studies educators must give priority to teaching skills that will be of most value to their students in the future. Probably the most important of these are problem-solving and critical thinking skills. Once acquired, these skills will enable children to learn independent of the classroom, thus becoming more responsible for their own education. Students equipped with these skills might be better able to cope with their personal problems, as well as survive the complexities of modern day society. Perhaps the most effective way in which these particular skills can be taught is through the use of inquiry.

What is "inquiry"? Some people have labeled it an approach, some have referred to it as a teaching method, while still others have termed it a strategy. Adding to the vagueness even more, some people believe that inquiry is synonymous with asking questions, analyzing information, critical thinking, or problem-solving. Yet amidst all this confusion, one common feature of inquiry emerges - that is, inquiry refers to a specific way that people can be guided in learning. According to Beyer, inquiry is a process that requires the learner "to perform

certain intellectual operations in order to make experience understandable."* It requires working with data in a special way, certain kinds of knowledge, and the possession of a unique set of attitudes and values that will support this particular way of learning.

Refer to the diagram below...*

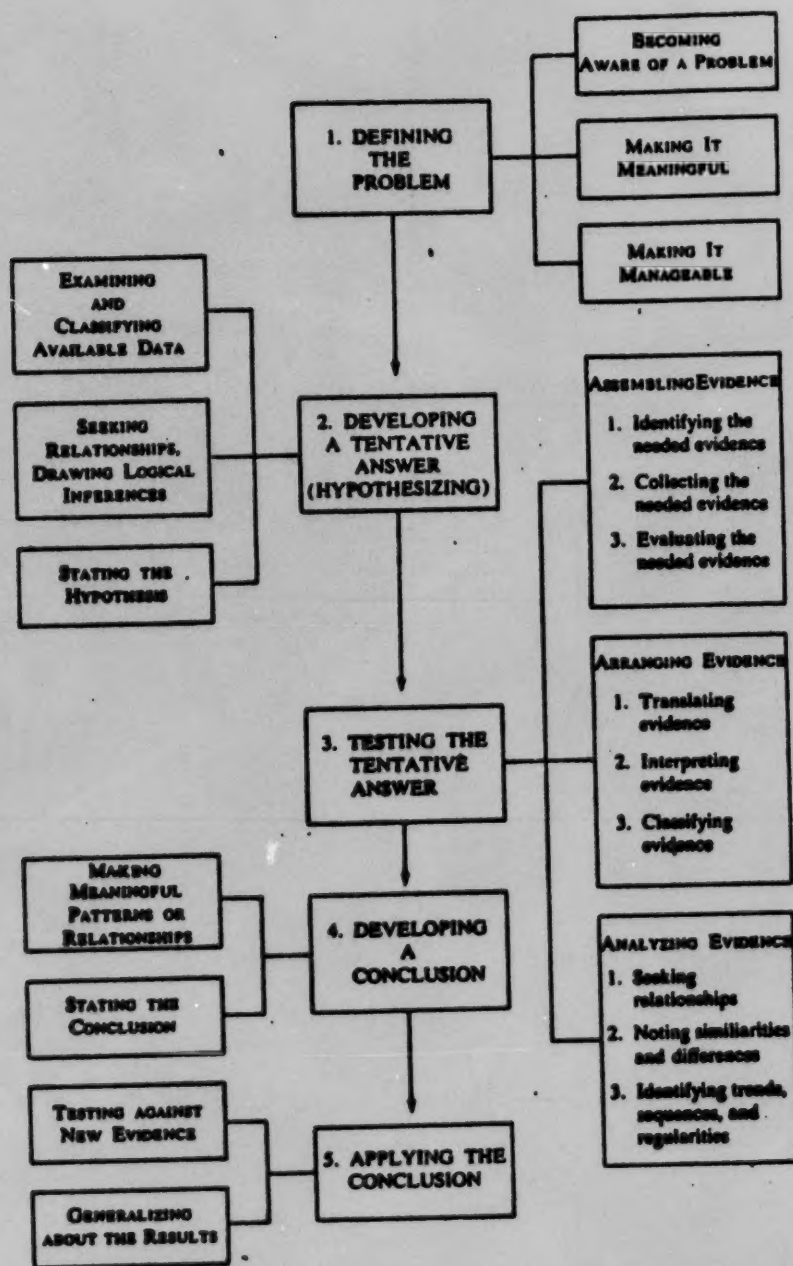


As depicted in this diagram, the three dimensions of inquiry are in practice inseparable. However, the "process" of inquiring is the key to inquiry. It is this process that makes inquiry learning so different from other ways of learning. It is a complex way of learning, but a very effective one. When viewed in its entirety, it looks like this...

*From Barry K. Beyer's Inquiry in the Social Studies Classroom: A Strategy for Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio 1971.

BEST COPY AVAILABLE

The Process of Inquiring*



*Refer to note on I-2; (page 50).

6

"In essence this process involves three distinct types of intellectual operations - making inferences from data, testing these against more data, and synthesizing bits and pieces of information into meaningful wholes. These operations are performed over and over again in almost every stage of inquiring. In the hypothesizing stage, an inference drawn from a brief survey of the data may be quickly tested and synthesized into a hypothesis. In the testing stage, this hypothesis is examined in the light of new evidence as each aspect is checked and inferences are made about it, tested, and finally refined, retained, or discarded. ...this process may be repeated numerous times before any acceptable conclusion is reached. Finally, these same three operations are engaged in when one treats the conclusion as a hypothesis to test it against additional data before finally accepting it... . These operations form the heart of the inquiry process - but they are not synonymous with it. The process uses these for different reasons and thus encompasses much more." (Refer to note on I-2; pg. 51).

"The process of inquiring, furthermore, utilizes analytical thinking (deliberate, step-by-step, logical thinking) and intuitive thinking (guessing, hunching, jumping to conclusions). Inductive reasoning, moving from bits and pieces of data to all-encompassing statements, and deductive reasoning, moving from all the relevant data to a concluding statement, are also used repeatedly and often interchangeably. Inquiring involves many acts, some conscious and deliberate, others haphazard and almost automatic. It is not always a neat progression of steps from one simple operation to another a bit more complex. The inquirer may frequently go through this process a number of times before the initial problem is resolved. Yet, inquiry starts with a problem or question of some sort and moves at varying rates of speed to some type of a resolution or conclusion. It is one way of making meaning from experience." (Refer to note on I-2; pg. 51).

The skills necessary for successful inquiry are numerous. However, for our purposes only eleven have been selected to be implemented in our comprehensive and sequential social studies program, kindergarten through the twelfth grade. They are as follows:

1. Noting Similarities and Differences
2. Classifying
3. Drawing Inferences
4. Generalizing
5. Hypothesizing
6. Distinguishing Between Facts and Opinions
7. Identifying Needed Evidence
8. Recognizing Biased Statements
9. Asking Useful Questions
10. Distinguishing Between Primary and Secondary Sources
11. Evaluating Sources of Information.

On the following page is a flow chart which identifies the particular grade in which a skill is to be introduced, the grades in which the skill is reinforced, and finally the grade in which mastery should be expected.

FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Noting Similarities and Differences	*	---	---	---	---	---	---	---	---	---	---	---	/
Classifying	*	---	---	---	---	---	---	---	---	---	---	---	/
Drawing Inferences	*	---	---	---	---	---	---	---	---	---	---	---	/
Generalizing	*	---	---	---	---	---	---	---	---	---	---	---	/
Hypothesizing		*	---	---	---	---	---	---	---	---	---	---	/
Distinguishing Between Facts and Opinions					*	---	---	---	---	---	---	---	/
Identifying Needed Evidence								*	---	---	---	---	/
Recognizing Biased Statements								*	---	---	---	---	/
Asking Useful Questions								*	---	---	---	---	/
Distinguishing Between Primary and Secondary Sources								*	---	---	---	---	/
Evaluating Sources of Information								*	---	---	---	---	/

* Grade at which skill is introduced

--- Grades through which skill is developed and reinforced systematically

/ Grade at which mastery should be expected

(Grades K-1)

I-6

(Grade 8)

I-6

NOTING SIMILARITIES AND DIFFERENCES

(Comparing)

Skill Description:

Students at all levels should be provided with sufficient opportunities to note likelinesses and differences. Initially, it is common practice to focus on differences. It would appear that what makes the difference is what really counts. Few of us observe the numerous similarities of objects which exist. When we ask them to contrast, we are asking for differences only. The kind of comparisons we attempt to elicit will depend on a variety of factors, namely, the age, grade level, and maturity of the student, as well as the nature of the task at hand. In the earlier grades, comparison may involve concrete objects; in the later grades, abstractions.

Examples:

1. Compare the two animals pictured below



Monkeys and Elephants

Similarities:

- (1) Both are animals
- (2) Both are mammals
- (3) Both have hair on body
- (4) Both have eyes, nose, mouth, and tails
- (5) Both can be found in Africa and Asia

Differences:

Monkey

- (1) Can use front paws for manipulation

Elephant

- (1) Cannot use front feet for manipulation

Differences (con't)

Monkey

- (2) Can use fingers
- (3) Swings by tail
- (4) Moves quickly and freely
- (5) Is smaller than an elephant
- (6) Cannot lift large logs
- (7) Has no trunk.

Elephant

- (2) Cannot use toes
- (3) Cannot swing by tail
- (4) Moves in a cumbersome way
- (5) Is larger than a monkey
- (6) Can lift large logs
- (7) Has a long trunk.

If you were comparing a monkey with an elephant, perhaps you would have thought of other items to list instead of, or in addition to, those in this example. YOU are the one to decide what you will include in your comparison.

2. Compare the political climate, for the introduction of new economic solutions to the Great Depression, at the beginning of Hoover's presidency with the political climate four years later when F. D. R. assumed the presidency.

Additional Information For Teachers

Making comparisons is a way of determining similarities and differences. You can look for similarities and differences in physical objects. Look at the figures:

Figure A

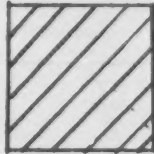
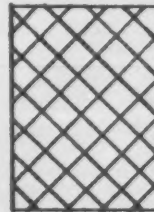


Figure B



How are these figures similar - how are they different - how do you know? Both figures are generally the same shape, rectangular. However, figure B looks larger than figure A. If you wanted to compare their sizes, it might help to use a tool, in this case a ruler. If you wanted to compare the weight of figure A with the weight of figure B, you might use a different tool, possibly a scale. Whether it be size or weight or anything else, to make a sound comparison, the first thing you need to do is determine what you want to compare.

Just as rulers and scales are tools for making comparisons of physical objects, concepts are tools for making comparisons in political life. Because they help in identifying categories of objects, types of behaviors, and sequences of events, concepts help people to clearly identify what they want to compare.

If you want to compare weights, you could use a scale. If you want to compare what people value in two different political systems, you could use the concept political resource.

If you want to compare the sizes of a variety of objects, you could use a ruler. If you want to compare the way resources are distributed in political systems, you could use the concept political activity.

Look at the political systems mentioned below and the list of tools you could use to compare them. Which tool would you use to make a comparison about political life in a high school, a city government, and a labor union? Place a check beside the most useful tool.

1. a tape recorder
2. a set of pencils
3. a camera
4. the concept leadership
5. a pair of binoculars

Using a tape recorder, you could collect random sounds from each political system. Using a camera you could collect random pictures. Using a pencil you could make frequent notes. Using binoculars you could get random glimpses of life in the systems. But what would you record or take pictures of or make notes about or look at? The concept leadership clearly defines for you what you would look for in each system. How people lead becomes the focus of the comparison. Using the concept helps you meet the first requirement of making a sound comparison.

1. Determine what you want to compare.

Looking for comparable things represents the second requirement of making a good comparison. It would not make much sense to compare the distribution of political resources in one system with the distribution of political activities in another system. It would tell you only how resources are distributed in one system and how activities are distributed in another. You would be unable to say anything more than that. However, if you wanted to compare the distribution of political resources in the United States with the distribution of political resources in OPEC, you would learn a great deal about these political systems. You would probably find that in OPEC resources are distributed more equally than they are in the United States.

Look at the following statements. According to the two criteria you have seen so far, place a check beneath the statements which are good comparisons.

1. There is more communication in OPEC than in Chicago.

☐

good comparison

☐

not a good comparison

2. The school system of Darbyville is experiencing conflict and the political system of Contown is experiencing change.

☐

good comparison

☐

not a good comparison

3. Trees are taller than a lot of other things.

☐

good comparison

☐

not a good comparison

4. There are more words in the dictionary than there are students in this class.

☐

good comparison

☐

not a good comparison

5. Political resources are more equally distributed in a participant system than in an elite system.

☐

good comparison

☐

not a good comparison.

In addition to identifying similarities and differences, making comparisons also involves determining the significance of the similarities and differences. Some comparisons take on more significance than others. For example, at Elton High School in the late 1960's, political resources were equally distributed among three groups: the administration, the faculty, and the students. In 1970, Elton acquired a new principal and she began to tightly control the distribution of political resources in the school. The significance of this difference is that the principal changed the resource distribution in the system. The system became much less coalitional and more elite.

Look at the comparison below. Beside it, write a few sentences describing its significance.

1. At Rather High School, the administration controls far fewer political resources and activities than the administration at Megin High School.

Significance: _____

As you return to your text and practice making comparisons, remember to do three things:

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Activity 1

INSTRUCTIONAL OBJECTIVES

As a result of working with this exercise, students will be able:

1. to apply the three criteria for making good comparisons by asking good questions of comparison and making good statements of comparison. Students can demonstrate achievement of this objective by their responses to the items in this exercise.

INSTRUCTIONAL PROCEDURES

As you work with this exercise, it will be helpful to refer to the following criteria for making sound comparisons.

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Be certain to give each student a copy of this exercise. You will find a copy of it following these remarks.

1. Ask students to read through the exercise once, not responding to the items which call for writing.
2. After students have finished their reading, ask them to go back through the exercise responding to the items about Ash High School. Allow about 10 minutes for this activity.
3. You should then hold a class discussion about the questions and statements students wrote. Call on several students and ask them to read the questions or statements they wrote. Then, discuss them with the students in terms of the 3 criteria for making a good comparison. A few examples of comparisons follow:
 - a. More people participated in political life at Ash in 1965 than in 1975.
 - b. Were organizational skills more equally distributed in 1965 than in 1975?
 - c. Communication was more open at Ash in 1965 than it is in 1975.The significance of these comparisons is that they show Ash has experienced political development. It has moved from a primarily participant system to a primarily elite system.
4. After you have discussed comparisons which students wrote, have them apply what they have learned about stating comparisons. Ask them to read the descriptions of Smithville and Jonesport and to write 2 statements of comparison about the systems.
5. Debrief these statements just as you did those about Ash High School.

ACTIVITY 1

STUDENT COPY

Making comparisons helps to distinguish similarities and differences in political life. People make comparisons by asking questions and by making statements. This short exercise presents two descriptions, one of Ash High School in 1965 and one of Ash High School in 1975. Read them carefully, looking for the similarities and differences in the two political systems. After you finish, write two questions and two statements which would be helpful for comparing political life in the two systems. As you read the scenarios and write the questions, think about the three criteria for making good comparisons.

1. Determine what you want to compare.
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Description of Ash High School in 1965

1. has many flowers decorating the halls
2. students have as much status as teachers
3. an all-school council makes most decisions for the school
4. teachers, administrators, and students talk regularly and openly
5. the all-school council controls most of the money in the school
6. many people in the school have the ability to organize group activities
7. students have authority to make decisions about when to go to the washroom. They are allowed to decide little else
8. the school smells pleasant because of the flowers in the halls

Description of Ash High School in 1975

1. has few flowers decorating the halls
2. teachers have more status than students
3. the principal and a few assistants make most decisions for the school
4. teachers rarely talk to students and administrators rarely talk to teachers
5. the principal and a few assistants control most of the money in the school
6. few people besides the principal and a few assistants are much good at organizing anything
7. the principal and a few administrators have the authority to make decisions about anything in the school
8. the school does not smell very nice at all

In the spaces below, write 2 statements of comparison and 2 questions of comparisons. Describe the significance of each.

STATEMENT 1

SIGNIFICANCE

STATEMENT 2

SIGNIFICANCE

QUESTION 1

SIGNIFICANCE

QUESTION 2

SIGNIFICANCE

Do your comparisons meet the three rules of making good comparisons? In writing each statement or question did you?

1. Determine what you wanted to compare?
2. Make sure the objects or events you compared were comparable?
3. Determine the significance of the comparisons you made?

After you have discussed the two statements and two questions of comparison you made about Ash High School, look at the two columns below. The column on the left contains characteristics of the political system of Smithville. The column on the right contains characteristics of the political system of Jonesport. Study them carefully looking for similarities in the two political systems. Then, in the space provided write two statements which would be helpful in comparing the two systems.

Description of Smithville

Description of Jonesport

The mayor makes all the decisions in town.

There is no mayor. The town council makes decisions only after unanimous agreement of its members.

Few people participate in political life.

Many people participate in political life.

The mayor controls most political resources.

Political resources are shared equally by members of the town council and by the citizens of Jonesport.

In the space below, write two statements of comparison. Describe the significance of each one.

STATEMENT 1

SIGNIFICANCE

STATEMENT 2

SIGNIFICANCE

Activity 2: Views of War

As you read the following selections, notice the similarities and differences in the attitudes that are expressed toward war.

- A. An Open Letter to My Teen-Age Son
by Robert R. Thompson

Dear Son:

You ask my opinion of draft card burners.
I would answer this way.
All past wars have been dirty, unfair, immoral, bloody and
second-guessed;
However, history has shown most of them necessary.
If you doubt that our free enterprise system in the United States is
worth protecting;
If you doubt the principles upon which this country was founded;
That we remain free to choose our religion, our individual endeavors,
our method of government;
If you doubt that each free individual in this great country should
reap rewards commensurate (equal) only with his own efforts;
Then it's doubtful you belong here....
I love you,....son,
But I also love our country and the principles for which we stand.
And if you decide to burn your draft card,
Then burn your birth certificate at the same time.
From that moment on, I have no son.

- B. *Letter from a soldier in Vietnam*

"I don't like fighting in a strange country for a people whose way of life I don't really understand. But I believe these people have the right to a democratic government, and their right to freedom is worth my fighting and dying - for. Only through war can we crush the enemy and bring freedom and peace to the world."

- C. "What a cruel thing is war. It separates and destroys families and friends. ...It fills our hearts with hatred instead of love for our neighbors..."

Robert E. Lee

- D. "Eternal peace is a dream, and not even a beautiful one. War is a part of God's world order. In it are developed the noblest virtues of man: courage and abnegation (self-denial), dutifulness and self-sacrifice."

Helmuth von Moltke

- E. "War with all its glorification of brute force is essentially a degrading thing. It demoralizes (corrupts) those who are trained for it. It brutalizes men of naturally gentle character....Its path of glory is foul with the passions of lust, and red with the blood of murder."

Gandhi

- F. "War is the greatest plague that can afflict humanity; it destroys religion, it destroys states, it destroys families.:

- F. "War is the greatest plague that can afflict humanity; it destroys religion, it destroys states, it destroys families."

Martin Luther

- G. "(Human rights are)...more precious than peace, and we shall fight for the things which we have always carried nearest our hearts - for democracy, for the right of those who submit to authority to have a voice in their own governments...."

Woodrow Wilson

- H. THE UNIVERSAL SOLDIER
by Buffy Sainte-Marie

He's five foot two, and he's six feet four.
He fights with missiles and with spears.
He's all of 31, and he's only 17.
He's been a soldier for a thousand years.

He's a Catholic, a Hindu, an atheist, a Jain,
A Buddhist, a Baptist, and a Jew.
And he knows he shouldn't kill, and he
knows he always will,
Kill you for me, my friend, and me for
you.

And he's fighting for Canada. He's fighting
for France.
He's fighting for the U.S.A.
And he's fighting for the Russians, and
he's fighting for Japan.
And he thinks we'll put an end to war
that way.

And he's fighting for democracy. He's
fighting for the Reds.
He says it's for the peace of all.
He's the one who must decide who's to
live and who's to die.
And he never sees the writing on the wall.

But without him how could Hitler have
condemned 'em at Dachau?¹
Without him Caesar would have stood
alone.
He's the one who gives his body as a
weapon of the war,
And without him all this killing can't
go on.

He's the Universal Soldier, and he really
 is to blame.
 His orders come from far away no more.
 They come from him and you and me, and,
 brothers, can't you see?
 This is not the way we put an end to war.

¹Dachau was a concentration camp near
 Dachau, Germany, that was set up by
 the Nazis in 1933.

1. Which of these selections are similar in stating that war divides families?

☐ A	☐ E
☐ B	☐ F
☐ C	☐ G

2. Which of these selections are similar in that they reveal that people often will fight wars to defend their rights and beliefs?

☐ A	☐ E
☐ B	☐ F
☐ C	☐ G

3. Which of these selections are similar in suggesting that war is cruel or wrong?

☐ A	☐ E
☐ B	☐ F
☐ C	☐ G
☐ D	☐ H

4. Which pair of selections contains contrasting, or opposite, ideas about the effects of war on people?

☐ D and F
☐ C and E
☐ B and G

5. Which pair of selections contains contrasting ideas about whether or not a person should fight a war?

☐ A and B
☐ C and E
☐ A and H

6. Which pair of selections has as its overall theme contrasting views about the value of fighting?

☐ E and F
☐ B and H
☐ B and G

CLASSIFYING

Skill Description:

"To classify is to assign names and arrange the data. It is a process of sorting to suit a particular purpose. Classification is putting data into groups. Each member of a group has one or more characteristics in common. Therefore, one can identify and place like things in certain categories or classes. Classification normally goes on throughout the inquiry process."*

Classification is used extensively in our lives. Evidence of classification can be found in the supermarkets, in our places of work, as well as in our homes. And frequently items which we find classified, can be grouped in many different ways depending on the purpose for the classification.

Example:

Group the following words into as many different classifications as possible:

cat	elephant	sheep
shark	turkey	robin
tuna	trout	tuna
lion	bass	pike
dog	eagle	bluebird

Possible categories might be as follows: animals that fly, animals that live in water, etc.

*Taken from Teaching Social Studies Skills, by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 191.

Activity 1

CONTENT: Crime

STUDENT OBJECTIVES:

As a result of this lesson, the students will be able to:

- A. Define the skill of Classifying
- B. List the steps that constitute the skill
- C. Apply the skill in a practice situation
- D. Explain how to do the skill to another student
- E. List three different types of crimes

Materials:

- A. Blackboard
- B. Chalk
- C. Worksheets

Procedure:

WHAT THE TEACHER DOES

1. Ask the students to suggest various types of crime that they have heard of and list them on the board.
2. Ask: How are these crimes alike? List the suggested groups on the board and label them.
3. Ask: What have we done?
4. Tell the students that they have just done the skill of classifying. Ask: Give a synonym for classifying.
5. State the rule for the skill of classifying, i.e., the placing of items that have common characteristics into specific groups.

WHAT THE STUDENTS DO

1. The students will suggest crimes. Examples:
 - a. murder
 - b. rape
 - c. robbery
 - d. stealing
 - e. drunk driving
 - f. drug abuse
2. Name some possible ways they are alike. Examples:
 - serious - less serious
 - people crimes - property crimes
3. We have listed various crimes and placed them in groups.
4. Examples: grouping or categorizing
5. The students will write the rule in their notebook.

WHAT THE TEACHER DOES

6. Grouping Activity

- a. Have three boys and three girls stand that have various characteristics, e.g., short, tall, glasses non-glasses, blonde hair, black hair
- b. Ask students how these students might be classified.
- c. Tell the students that they have just classified these students by placing them into groups according to things they have in common.

7. Show and explain:

a. Sports

golf
skiing
ice skating
swimming
boating
baseball
ice hockey
sledding

Winter Sports

ice skating
skiing
ice hockey
sledding

Summer Sports

golf
swimming
boating
baseball

- b. Optional - Ask students if they can think of other ways to classify these sports, i.e., indoor - outdoor, team - individual, or both.

8. Review steps taken:

9. Ask students to complete Skill Sheet I individually.

9. Students will complete Skill Worksheet I.

10. Group Work

- a. Divide the students into small groups.
- b. Select a recorder in each group to note the ways the group arrived at their answers to the worksheet.
- c. Tell the students to discuss and record the methods they used to arrive at their answers to the Skill Sheet I.
- d. Have each group recorder report to whole class the methods they used to get their answers.

WHAT THE STUDENTS DO

6. Examples

- a. glasses - no glasses
black hair - blonde hair
short - tall
boy - girl

* Teacher can identify these groups if desired.

Classification

WHAT THE TEACHER DOES

11. Have students write a summary sentence of classification.
12. Homework Assignment

Directions: Place the terms into two categories according to their common characteristics. Label each category.

1. setting fire to a building
2. hitting an old lady
3. breaking a window
4. stabbing a policeman
5. stealing a car
6. shooting a neighbor
7. writing on the school wall
8. beating up a small child

WHAT THE STUDENTS DO

SKILL SHEET I

DIRECTIONS: Using the skill of Classification, place these terms into the categories to which they belong.

CATEGORIES

WEAPONS	COURTS	PUNISHMENTS	TYPES OF POLICE	POLICE EQUIPMENT
1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____

TERMS

1. sheriff
2. badge
3. state trooper
4. jury
5. fine
6. jail
7. knife
8. siren
9. bomb
10. club

11. trial
12. hanging
13. F.B.I.
14. U.S. Marshal
15. lawyer
16. electric chair
17. hand cuffs
18. judge
19. brass knuckles
20. uniform

Drawing Inferences

Skill Description:

In understanding the significance of spoken or written statements it is frequently necessary to be able to grasp implications or inferences which may not be stated directly. Thus the whole matter of grasping the meaning of statements beyond the actual facts presented is a very important skill or ability in considering material in the field of the social sciences, as well as in other fields. This process is closely akin to general reasoning processes followed in the study of logic, but, of course, has implications to learning in the social studies.

It is important for pupils to learn the limitations of a passage as well as the inferences which may properly be drawn from it. For that reason, several of the numbered statements on the next page go beyond the information provided in the passage to the extent that they are not warranted as inferences. Practice with exercises of this type will aid in developing in pupils the ability to draw conclusions or recognize correct inferences and also to recognize statements which are unwarranted as inferences from the data provided.

Inference: "A truth or proposition drawn from another which is admitted or supposed to be true; a conclusion; a deduction" (unabridged dictionary).

EXAMPLES

- I. Directions: Assuming that the information in the paragraph on the next page is true, it is possible to establish other facts using the ones in this paragraph as a basis for reasoning. This is called drawing inferences. There is, of course, a limit to the number of kinds of facts which may be properly inferred from any statement.

By writing the proper symbol in the space provided, indicate that a statement is True, if it may be properly inferred from the information given in the paragraph. Indicate that it is Untrue, if the information given in the paragraph implies that it is false. Indicate that No Inference can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the paragraph as a basis for your responses.

Use the following symbols in writing your answers:

T - if the statement may be inferred as TRUE

F - if the statement may be inferred as UNTRUE

N - if no inference can be drawn about it from the paragraph

By the close of the thirteenth century there were several famous universities established in Europe, though of course they were very different from modern ones. One of the earliest to be founded was one of the most widely known. This was the University of Bologna where students from all countries came who wished to have the best training in studying Roman Law. Students especially interested in philosophy and theology went to the University of Paris. Those who wished to study medicine went to the Universities of Montpellier or Salerno.

- ___ 1. There were lawsuits between people occasionally in those days.
- ___ 2. The professors were poorly paid.
- ___ 3. In the Middle Ages people were not interested in getting an education.
- ___ 4. There were books in Europe at that time.
- ___ 5. Most of the teaching in these medieval universities was very poor.
- ___ 6. There was no place where students could go to study.
- ___ 7. There were no doctors in Europe at this time.
- ___ 8. There was no way to travel during the Middle Ages.
- ___ 9. If a student wanted to be a priest, he would probably attend the University of Paris.
- ___ 10. There were no universities in Europe before the thirteenth century.
- ___ 11. There was only one language in Europe at this time.

DRAWING INFERENCES

Grade 8

Read each passage carefully and answer the questions that follow:

ACTIVITY I

The sly coyote that chatters and howls from lonely western hillsides is boasting of another victory. He has been hounded more than any other American animal. Every trick known to man has been used in the long battle to do away with him. Fifty to a hundred thousand are killed each year in this country. But the little wolf is holding his own. In fact, he has spread from his point of origin in the prairies and mountains of the West to many new areas. Today at least two million roam the western United States looking for a juicy lamb or some chickens. Many of them will find their meals, too.

1. The writer probably used the words "lonely western hillsides" to mean that
 - ☐ a. no people live where coyotes roam.
 - ☐ b. coyotes seem to be lonely animals.
 - ☐ c. there are few coyotes left in the world.
 - ☐ d. the hills are widely separated from one another.
2. The writer implies that coyotes
 - ☐ a. are friendly to man.
 - ☐ b. have a life span of about ten years.
 - ☐ c. travel in packs with wolves.
 - ☐ d. breed faster than man can kill them.
3. Facts in the paragraph suggest that the coyote
 - ☐ a. destroys gardens in the West.
 - ☐ b. has spread eastward as far as New England
 - ☐ c. eats several kinds of meat.
 - ☐ d. is a natural enemy of the wolf.
4. Underline the sentence which suggests that the coyote is considered a noisy animal.

Activity II

It is quite likely that dams built in the future will make the Aswan Dam and others like it seem small by comparison. Behind the Bamboo Curtain, on the China mainland, work has supposedly begun on plans to build a dam on the Yangtze River. This dam could produce the power of a dozen Grand Coulee Dams rolled into one. This cannot be passed off as a rumor. Before the second World War, China borrowed the services of U. S. experts on dams. Recently several U. S. Senators toured China. They saw real scale models of this dam. No one can say if China will really build this dam. However, the Chinese do seem to enjoy thinking about the possibility.

1. The writer implies that Aswan Dam
 - ☐ a. is noted for its great size.
 - ☐ b. is located in the U. S.
 - ☐ c. is a very old dam.
 - ☐ d. is in the planning stages.
2. It seems that at one time China felt that
 - ☐ a. the Yangtze River was too wide for a dam.
 - ☐ b. Russia would help in the building of a dam.
 - ☐ c. the U. S. did not know how to build dams.
 - ☐ d. the best dams were built in the U. S.
3. The reader can infer that the Chinese have spent much time thinking about
 - ☐ a. doing something that is impossible.
 - ☐ b. doing something that requires a great deal of planning.
 - ☐ c. improving relations with the U. S.
 - ☐ d. giving the U. S. secret information on dams.
4. Underline a sentence which implies that China is serious about building the world's largest dam.

Activity III

On the afternoon of June 24, 1876, Alexander Graham Bell walked through the Centennial Fair Grounds at Fairmount Park in Philadelphia. The bag that he carried seemed heavier than when he left Boston. But he did not trust sending his telephone model on ahead. He had had a long journey and had taken time for only a cup of tea and a bun in the station. He knew he had to get to the Centennial Exposition before it closed for the day. He had been informed that the judges would look at his telephone on Sunday morning, which was the next day. At another time he might have paused to look at the strange buildings which he passed. There was the great hall built in the Moorish style of iron and glass. And farther on were the Spanish and German and Portuguese buildings. There were the Turkish cafe and the Japanese gardens. But he was not interested in them this day.

1. The sentence "The bag that he carried seemed heavier than when he left Boston" suggests that
 - ☐ a. Bell was tired.
 - ☐ b. Bell was not feeling very well.
 - ☐ c. Bell was not a very strong man.
 - ☐ d. Bell had taken the wrong bag.
2. Bell was not interested in the buildings that he passed probably because he
 - ☐ a. disliked Philadelphia.
 - ☐ b. was angry.
 - ☐ c. did not notice them.
 - ☐ d. was in a hurry.
3. Several ideas in the paragraph suggest that
 - ☐ a. people from many lands settled in Philadelphia.
 - ☐ b. many fairs are held in Philadelphia each year.
 - ☐ c. Philadelphia is famous for its restaurants.
 - ☐ d. Philadelphia has many beautiful parks.
4. Underline a sentence which suggests that Mr. Bell was probably hungry when he arrived at the Fair Grounds.

Activity IV

In 1861 war broke out between the North and the South. The North, with more people and more factories, finally won. Slavery was ended, and the country was free and united. Over three-quarters of a million men had been killed or wounded. The War Between the States, also called the Civil War, brought about many industrial changes. Many factories, steel mills and railroads were built. Oil wells sprang up. Improved transportation and communication united the country. Our inventions, natural resources and large labor force helped us to become a great nation. Electricity began to be used. Power stations were built to supply the electricity for light and power. Our modern world was born in the days following the Civil War. By 1890 the United States was becoming one of the leading industrial nations of the world.

1. Information in the selection suggests that the Civil War was fought over the issue of
☐ a. northern factories.
☐ b. transportation.
☐ c. high taxes.
☐ d. slavery.
2. The reader can infer that after the Civil War
☐ a. prices increased.
☐ b. the North helped the South to rebuild.
☐ c. the U. S. grew rapidly.
☐ d. railroads ran from coast to coast.
3. According to the writer, the North probably won the Civil War because
☐ a. it was stronger.
☐ b. its soldiers were better trained.
☐ c. it was lucky in many battles.
☐ d. it had better leadership.
4. Underline the sentence which clearly suggests that the Civil War was a turning point in the history of the world.

Activity V

The Army has been interested in homing pigeons for many years. The idea of training pigeons to return to planes in flight was worked out during World War I. In recent years, pigeons have been trained for night flying and for flying over water. It was learned that they would rather fly at night than fly over water. A large number of pigeons have been trained to carry messages from ships to shore. Some have even been trained to carry messages from the shore to ships. Pigeons fly at different altitudes. Army tests have shown that pigeons fly well even at a height of 35,000 feet. At this altitude, pilots need heated suits and oxygen masks.

1. The reader can infer that pigeons
_____ a. are easily trained.
_____ b. are curious about people.
_____ c. are expensive to buy.
_____ d. are subject to disease.
2. Tests conducted by the Army seem to show that pigeons
_____ a. eat very little during long flights.
_____ b. prefer to fly in pairs.
_____ c. fly only during the daytime.
_____ d. are afraid of water.
3. The first two sentences imply that
_____ a. the Army has trained many kinds of birds.
_____ b. pigeons fly faster than hawks and ravens.
_____ c. the Army is mainly interested in training pigeons.
_____ d. pigeons have carried messages during wartime.
4. Underline two sentences which suggest that pigeons can survive at very low temperatures.

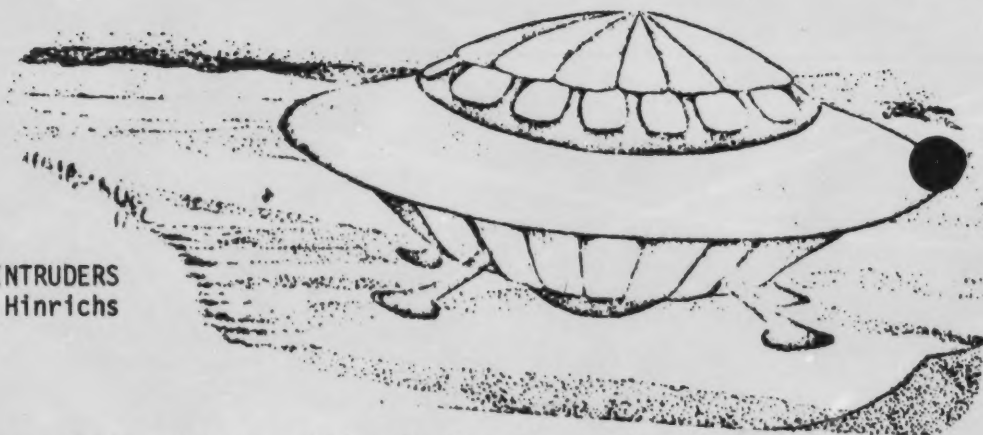
Activity VI

On August 3, 1958, the Nautilus, the first atomic submarine, crossed the North Pole under the Arctic icecap. Once before, the Nautilus had tried to reach the Pole but failed. Her crew was stopped by jagged ridges of ice only five feet above the ship. On this second trip, they hunted nervously for the Barrow Submarine Canyon. This was a deep, underwater Arctic valley that had been discovered several years earlier by an icebreaker. If they could find this trench, their chances of crossing the Pole were good. Luck was on their side. In 96 hours the Nautilus completed its trip from Alaska to Iceland.

1. According to the writer, the crew of the Nautilus
 - ☐ a. was unsure the ship could cross the Pole.
 - ☐ b. was confident that an icebreaker would help them.
 - ☐ c. was sure their maps were wrong.
 - ☐ d. was afraid the ship would be caught in the trench.
2. The sentence "Luck was on their side" suggests that
 - ☐ a. they found the Barrow Submarine Canyon.
 - ☐ b. they crossed the Pole in record time.
 - ☐ c. they just missed hitting an iceberg.
 - ☐ d. they were rescued by an icebreaker.
3. The paragraph suggests that the icebreaker which found the Arctic valley
 - ☐ a. was damaged by floating ice.
 - ☐ b. was lost for a period of time.
 - ☐ c. sailed on to Iceland.
 - ☐ d. discovered the trench by accident.
4. Underline the sentence which implies that ice can be a danger to ships.

Activity 7

THE TERRIBLE INTRUDERS by James Hinrichs



Sol stood on top of the sand dune with a feeling of quiet pride. He looked down upon his farmland - the farm which he and a few machines had carved from the desert.

The cool, arid air of the desert morning refreshed him as he reflected upon the marvel which had made it all possible. It was the miracle of water. Water had transformed a dying desert into a life-producing farm. Water, brought by gigantic canals, pumped by atomic engines.

Ah, yes, the atomic engines of this Atomic Age. Here it was 253 Atomic Age, and in those two and One-half centuries the people of this ancient planet had made great progress. Now the world was really bursting with life, and Sol was proud to have helped.

He had come in the spring of '29, and in those twenty-four years Sol had made more advancement than ever before. He had been a laborer, but now he was a farmer - and a successful one too.

So as Sol shuffled slowly over to his FJ (Flying Jeep, made in 246 A.A.), it was not without some right that he boasted to himself, "Of course I'm proud of myself. Why shouldn't I be?"

"But enough of this daydreaming," Sol scolded himself. "I'd better hop over to the north section and check that pump. The crops there aren't getting enough water, and if I don't fix it, I'll lose the whole section."

A water line from the main plant had been broken by some desert animal, and Sol didn't discover it until he made his rounds four days later. Even in that short interval the desert had begun to reclaim its land.

Without a continuous supply of life-sustaining water, the fertile soil begins to dry up and return to its previous condition. The desert sands from adjoining untilled acres begin to sift across the green crops and choke the life from the vital plants. Even four days without water could mean the difference between life and death, success and failure, at least in that portion of Sol's farm.

Sol's mind was so intent upon his problem that he didn't notice anything unusual until his FJ skimmed over a W-shaped sand dune. As his eyes scanned the familiar horizon, he spotted a peculiar sparkle to the northwest.

"I haven't any time to spare," he thought, "but maybe I should check it. It might be another weather balloon." He had found one a few months before. "And after all, the reward money never hurts."

At the thought of the possible extra income, Sol had made his decision and was already winging his FJ toward the faint glitter. But even before he was halfway there, Sol knew that it couldn't be a weather balloon. It wasn't the dull glimmer of a small plastic balloon, but more the brilliant sparkle of...of...METAL!

"That's impossible! With metal so scarce, the government would never waste any," he thought wonderingly.

Before Sol could come to a satisfactory answer, he was nearing the - as he could now see dimly - metal structure. For reasons he could not have explained, Sol was extremely cautious in approaching the mysterious object. He set the FJ down on the side of a nearby dune and crawled slowly up the side of the ridge.

Sol peeked warily over the edge of the powdery hill and let out an audible gasp of astonishment. It was a *flying saucer!*

He gazed in wonderment at the silver-colored, metallic disk. *Why would it be made of metal? All of our aircraft are plastic nowadays since metal is so scarce.* He fought back the sinister thought that was creeping into his mind.

Sol retreated a short distance down the slope. He leaned back and began to collect his thoughts about the strange intruder. For once he was sorry that he was alone. He would have been greatly comforted by the presence of a companion in this situation.

Sol remembered the flying saucer scare of 245 A.A. The government had passed it off as mass hallucination, a figment of people's imaginations, experimental aircraft, weather balloons, and a host of other things. *This may be an experimental airplane, but it certainly isn't any figment of my imagination!* Apprehensively, he crawled up the embankment again to check. *Yes, it's still there. And now...now... now a door is opening!*

1a. Where do you think this story is taking place? _____

b. Write three facts from the story that support your answer.

As Sol watched, appalled, three creatures, so alien that they made him sick with fear, climbed out of the open hatch. His over-whelming dread of those lurid creatures so possessed him that he suffered a quaking he couldn't control.

Those...those creatures! Ugh! They're so horrible and revolting! I've...I've got to tell someone - anyone! Maybe we're being invaded by those...those beasts!

Slowly, Sol began to gain a small measure of control over himself. The thought of possible capture by those intruders and the dreadful consequences had filtered into his panic-stricken mind. His consternation at this added terror prompted immediate action. He started clambering down the sand dune, all the while blubbing, "I've...got to warn everybody before those hideous two-legged creatures destroy me." The purplish-green local resident continued slithering down the ridge as fast as his six legs would carry him. "I can't understand it. What on Mars is going on?!"

- 2a. What do the beings in the flying saucer look like? _____

- b. What planet do you think they're from? _____

- 3a. What does Sol look like? _____

- b. What planet do you think he lives on? _____

4. Now where do you think the story is taking place? _____

5. Which statement below do you think this author would agree with?
_____ a. It is possible for life to be on other planets.
_____ b. If there is life on other planets, it is just like ours.
_____ c. Earth is the only planet that contains life.

GENERALIZING

Skill Description

A generalization is an understanding of a relationship between or among concepts. It is a means of linking ideas and concepts into a working relationship. Understandings called inferences, hypotheses, conclusions and principles are defined as generalizations. The relationship asserted by the phrase, "Land, labor, and capital are used in all production", is an example of a generalization. This phrase involves the separate concepts of land, labor, production, capital, and goods, and combines these concepts to form the generalization that some concepts are included in production of goods.

To clarify further the meaning of generalizations the following definitions are given:

1. A generalization has a relationship between concepts.
2. A generalization applies to whole categories, and asserts that something is true of some or all factors.
3. A generalization is a higher level of thinking than component concepts. It involves the meanings of the concepts but it makes its own meaning as the understanding of the concepts.
4. A generalization is based upon inference. It is derived from reasoning or suggestion, and it extends the scope of knowledge beyond observable data.
5. A generalization can be judged for truth and validity, which can be tests. If people agree on the meanings of the concepts in the generalization, then, by examining appropriate evidence, it can be tested by the methods of reasoning or inquiry.
6. The generalization is a body of understanding not verbalization, and is shown by overt behavior resulting from internal comprehension.

*Beyer P106-7 (Refer to
note on I-2)

Activity 1

This exercise introduces the idea of generalization. A generalization is a statement which applies to more than one situation. Look at the following statement:

"Many Americans are healthy people."

The statement is an example of a generalization. Certainly, some Americans are healthy people. However, many Americans suffer from a variety of health problems, from frequent common colds to serious diseases. This generalization is applicable to only some Americans.

Read the following statement:

"Many people live until they reach 100."

This statement is also a generalization. However, it applies to only a few people. Which of the two generalizations presented is more reliable?

Why?

Knowing that "many Americans are healthy" is a valuable generalization because it applies to more people than "many people live until they reach 100." As you identify and use generalizations, remember that the more instances in which a generalization applies, the more valuable it is. Look at the two sets of generalizations below. Check the most valuable generalization in each pair.

1. A. "All leaders make decisions."
B. "All people under age 5 can read."
2. A. "Many children play the violin."
B. "Most businesses make a profit."

In addition to being applicable to many situations, useful generalizations must be clearly and precisely stated. If a generalization contains confusing or unexplained terms, it may not be very useful. Look at the two pairs of generalization which appear below. In each pair check the generalization which is most clearly stated.

3. A. "Most city councils are lazy."
B. "Most fish can be eaten."
4. A. "Most businessmen wear ties."
B. "Most bankers take a long lunch hour."

While a generalization can be valuable by itself, it takes on even more value if you can relate it to another generalization. Look at the following two generalizations.

5. A. "Most leaders in a political system have the most status."
B. "Most leaders in a political system have the most wealth."

While they represent two independent generalization, they can be combined to suggest an important idea. For example, status and wealth lead concentrations of power in a political system. This is an important statement by combining two generalizations.

Look at the following two generalizations:

6. A. "Most parents in families have the most authority."
B. "Most parents in families control the flow of money in the family."

Remember the criteria for using generalizations:

1. The more instances in which a generalization applies, the more valuable it is.
2. Generalizations must be clearly and precisely stated.
3. If possible, use a generalization which can be related to another.

Activity 2

INSTRUCTIONAL OBJECTIVES

As a result of working with this exercise, students will be able:

1. to apply the criteria for making useful generalizations by determining which one of two generalizations is more useful. Students can indicate achievement of this objective by their responses to items 1-8.

INSTRUCTIONAL PROCEDURES

Pass out a copy of the exercise to each student in the class. You will find a copy following these instructions. Ask the students to read through the exercise and to respond to the items. Then, use the items to organize a class discussion. Questions and typical answers follow.

1. Which generalization in item 1 is more useful?

B is more useful because A is not clearly stated.

2. Which generalization in number 2 is more useful?

B is more useful because it applies to more situations than A

3. Which generalization in number 3 is more useful?

A is more useful than B because it applies to more situations. Also, the term "crooked" makes item B unclear.

4. Which generalization in number 4 is more useful?

A is more useful because it applies to more people than B.

5. Which generalization in number 5 is more useful?

B is more useful because it applies to more people than A.

6. Which generalization in number 6 is more useful?

A is more useful because it applies to more people than B.

7. Which generalization in number 7 is more useful?

B is more useful than A because it is stated more clearly than A.

8. How can you relate the two generalizations in number 8?

They can be related to form the conclusion that in most high schools the administration holds most of the power.

Activity 2

Student Copy

In this short exercise you will be asked to apply the criteria for using generalizations. Below you will find eight pairs of generalizations. Read through the first four, checking the more useful generalizations. Explain your choice in terms of the three criteria for using generalizations. Then discuss your choices with the other members of the class. After you have completed the class discussion, go through the next four pairs of generalizations, choosing the more valuable one of each pair and explaining your answer.

1. A. "Most nice students get straight A's."
B. "People need to eat food or they will starve."

Explain your choice:

2. A. "Most people are sick."
B. "There is very little smog throughout the central United States."

Explain your choice:

3. A. "Most homes keep out the rain."
B. "All politicians are crooked."

Explain your choice:

4. A. "In the United States most people under the age of 16 attend school."
B. "All citizens of Ohio like to eat corn."

Explain your choice:

5. A. "All women are politicians."
B. "Some women are politicians."

Explain your choice:

6. A. "People with broken legs can't walk well."
B. "All people from Mexico can speak English."

Explain your choice:

7. A. "City councils are lazy."
B. "City councils work with mayors."

Explain your choice:

8. Think about how these two generalizations can be related.

- A. "In many high schools, the administration makes most of the decisions."
B. "In most high schools, the administration controls most of the money."

How can you relate these generalizations to make a statement?

HYPOTHESIZING

Skill Description

Hypothesizing is a process of inquiry growing out of attitudes, values and knowledge. It is a complex operation which requires an individual to first define a purpose for inquiring and then to guess at a tentative answer or solution - to hypothesize. Then the hypothesis must be tested against relevant data and draw a conclusion about the truth of tentative answer - hypothesis.

1. Define a purpose - one feels a need to know something about a question or problem, and to examine the purpose within limits.
2. Guess at a tentative answer - solution or plan. The guess is based upon the available data, plus the background experiences of the inquirer, and is conditioned by his own particular frame of reference.
3. Testing the hypothesis against relevant data. After forming the hypothesis it must be tested to see how it is supported by the relevant information. Data must be gathered, evaluated, and analyzed to test the hypothesis.
4. Drawing a conclusion about the accuracy of the hypothesis. If the evidence examined supports the guess, then it is accepted as an answer or explanation. If the evidence does not support the hypothesis, then a second hypothesis must be formed, and tested again.
5. Apply the conclusion to new data and generalize. Conclusions are tested to see if they face up to the new data. This broadens the conclusions and becomes more general and less specific.

*Beyer, page 21 (Refer to note
on I-2)

INTRODUCING THE SKILL OF HYPOTHESIZING

GRADE 8

TOPIC: Evaluation of Evidence - Introduction to Hypothesis

PROCEDURE:

1. Give each student a penny and instruct them to examine this piece of evidence and examine both front and back of the penny.
2. Give them this scenario: Assume you are an archaeologist and come across the penny in the year 3000. Without using any previous knowledge, what might you say about the culture based on only this piece of evidence? (Students should write their responses on a sheet of paper)
3. Solicit their responses and place them on the board. Then de-brief them on how they arrived at their responses.
4. Then tell the students that their responses were hypotheses (probably answer based on evidence that needs to be proven.)

SAMPLE EVALUATION ITEMS
HYPOTHESIZING

1. Directions: Read the following to answer the next question.

"The number of Negro slaves in the South between 1790 and 1860 was greater than the number of freed Negroes."

Which of the following statements can be used to prove that the above statement is true?

- a. In 1860 there were 3,953,696 Negro slaves and 261,918 freed Negroes in the South.
- b. In 1800 there were 795,858 more slaves than freed Negroes in the South.
- c. In 1840, 90% of all Negroes in the South were slaves.
- d. All of these.

2. Directions: Select the best item that completes the statement or answers the question.

"In making laws, Congress acts for the people. In fact, it is the people."

"Lawmakers represent people, not trees or acres."

If you were a visitor to the United States and read this quote, which of the following statements would you probably believe to be true of Congress?

- a. Trees and acres of land have representation in Congress.
- b. Congress is made up of people to represent people.
- c. Laws are made by people to protect trees and acres.
- d. Laws are made to represent people, trees, and acres.

3. Directions: Select the best item that completes the statement or answers the question.

If a country has a government that gets its power from the consent of the people it governs, then which of the following might happen?

- a. The government will make only laws that the majority of the people want.
- b. The government will seek the advice of the people before making laws.
- c. The majority of the people will obey those laws that they have consented to.
- d. All of the above.

4. Directions: Read the following to answer the next question.

.....You cannot vote unless you belong to the Puritan Church.
.....Sunday must be devoted strictly to Godly thoughts.
.....A Puritan minister is highly respected.
.....All colonists must pay taxes to support the church.

The above statements describe the colony of Boston, Massachusetts in 1630.

A colonist who believed in individual right would most likely:

1. become a minister of the church
2. become a tax collector of the colony
3. leave the colony to live elsewhere
4. spend most of Sunday in church.

5. Directions: Select the best item that completes the statement or answers the question.

Labor Unions are faced with the following problem:

"Jobs disappearing under the impact of highly efficient, progressively less costly machines."

Given this problem, what might a labor union plan for its members to keep them employed?

1. Reeducation of unemployed members.
2. Creation of new jobs in machine technology.
3. Reduction of labor cost through maintenance of salaries.
4. All of the above.

6. Directions: Select the best item that completes the statement or answers the question.

Pollution is becoming a way of life. It is all around us. Air, water, and land pollution are caused by automobile exhausts, heating furnaces in our homes, the burning of garbage in our backyards, the smoke stacks of our factories and the dumping of phosphates and detergents into our waterways. These are constantly adding to pollution in our environment.

From the information given in the paragraph, select the correct hypothesis.

1. The more people there are, the more pollution there will be.
2. Pollution seems to be decreasing in the United States.
3. Water and land pollution are the most abundant forms of pollution.
4. People will eventually learn to live with pollution.

Directions: Use this letter to answer the following questions (#'s 7,8, and 9)

December 1768
Amherst, Massachusetts

Dear Brother John,

Now that the war with France has ended and the Indian attacks have stopped, peace has returned to the village. I am once more considering improving my farm and buying more land.

The war was costly to our village. Eight of our men died and two families on the Town Road were wiped out in an Indian raid, before the British Troops

moved in to protect us. I didn't like using my gun against other men but a man has a duty to protect his family and home.

It seems that this peace will be short lived. News came that you and the rest of Parliament have passed new tax laws. Can't you see that we have already paid for the war with our lives and property? I'm a loyal Englishman and I have rights. The right to be taxed by my own elected representatives. I have no voice in your parliament.

I suffered hardships, starvation, and Indian and French attacks to settle this colony for England. My friends and I have fought and some have died. No man or government will deprive me of my rights and home, not by attacking me with force or with unfair taxes.

John, if England continues to taxes us, we will be forced to act. Use your influence John - for my sake - stop this taxation.

Your brother,

Edward Anderson

7. According to this letter written before the American Revolution, what was a possible cause of this war?
 1. Indian attacks on the colonies.
 2. England's disregard for colonial problems.
 3. England's taxation of the colonies.
 4. French attacks on the colonies.
8. Using the letter as your source of information, why did England tax the colonies?
 1. To take away the rights of the Englishmen.
 2. To pay for the English government.
 3. To pay for a war.
 4. None of these.
9. Based on this letter, which is probably a belief of Edward Anderson?
 1. Colonists should not be taxed by people whom they have elected.
 2. Killing is wrong under any circumstances.
 3. A government may take away a person's rights, but not his home.
 4. A government cannot tax people who have no voice in the government.

Directions: Use this reading to answer the two questions which follow.

The following is part of a description of slavery written by Sir Charles Lyell, an English writer, after he toured a Georgian plantation:

"There are 500 slaves on the plantation, a great many of whom are children and some old...The latter class, who would be supported in a poor-house in England, enjoy here, to the end of their days, the society of their neighbors and kinsfolk and live...in separate houses assigned to them.

"The laborers are allowed Indian (corn) meal, rice and milk and occasionally pork and soup. As their rations are more than they

can eat, they either return part of it to the overseer, who makes them an allowance of money for it at the end of the week, or they keep it to feed their fowls, which they sell as well as their eggs, for cash to buy molasses, tobacco and other luxuries.

When they get through the day's task in 5 hours, they amuse themselves in fishing and sell the fish they take.

That the whip is rarely used is, I have no doubt, true on all well-run estates. No overseer is allowed to give more than 24 lashes for any offense. When an estate is well-run, the system is remarkably effective in preventing crime..."

10. Which of the statements below would Sir Charles Lyell favor?

- A Continuation of slavery where it exists.
- B Abolition of slavery
- C Slavery replacing welfare systems.
- D Enslaving criminals to prevent crime.

- 1. A only
- 2. A C D
- 3. B only
- 4. B C D

11. After having read Sir Charles Lyell's account of slavery, what would you expect to be true of the slaves living on this plantation?

- 1. They resent their long, hard labor.
- 2. They have no fun or hobbies.
- 3. They earn no money.
- 4. There are some slaves who are content with their lives.

12. Directions: Select the best item that completes the statement or answers the question.

Geographers have found rock formations on the east coast of South America that are similar to the rock formations on the west coast of Africa. This pattern is seen in other continents of the world. A possible explanation of this pattern is:

- 1. All continents have similar rock formations.
- 2. All continents may have been attached at one time.
- 3. The continents may have drifted apart, having been detached by a series of eruptions over a period of time.
- 4. All of the above are possible hypotheses of this pattern.

13. Directions: Read the following to answer the next question.

If most illegal acts by young people are done with companions;
If roughly 5 times as many boys as girls are arrested for delinquency;
If delinquency runs high among children from broken homes;
If delinquency arrests are highest in slums, next in suburbs and lowest in rural areas;

Then to prevent delinquency, communities should:

- A. Clean up all slums.
- B. Make laws prohibiting more than 3 children together without an adult present.
- C. Encourage families to have girls rather than boys.
- D. Encourage family counseling to strengthen the family.

- 1. A B
- 2. A D
- 3. B C
- 4. B D

14. Directions: Read the following then answer the question below.

A cave was discovered in Arizona. On the walls were found the following:

Power to the Greens

Let Greens rule the world

Yellows are only fit to be servants of Greens.

What might be said about the people who wrote these?

- 1. They were probably Green.
- 2. They felt that Greens are better than anyone else.
- 3. They were probably prejudiced against another color group.
- 4. All of the above.

15. Directions: Examine the following historical events to answer the next question.

1764 Parliament passes Stamp Act - a tax on legal documents

1765 Colonies boycott all documents and burn the stamps

1767 Parliament repeals Stamp Act.

1767 Parliament passes tax on paper, paint, lead, glass and tea.

1769 Colonies boycott paper, paint, lead, glass and tea.

1770 Parliament repeals taxes on paper, paint, lead and glass.

1773 Parliament continues to tax tea.

According to the events listed on the preceeding page, which event would probably occur next?

1. Parliament repeals Tea Tax.
2. Colonies boycott tea.
3. Colonies pay Tea Tax.
4. Parliament taxes another item.

16. Directions: Read the following to answer the next question.

Below are the words of a Massachusetts employer who was quoted in 1855:

"As for myself, I regard my work people just as I regard my machinery. So long as they can do my work for what I choose to pay them, I keep them, getting out of them all I can. What they do or how they get along outside my walls I don't know. They must look out for themselves, as I do for myself. When my machines get old and useless, I reject them and get new, and these people are part of my machinery."

Based on the reading, which of the following would this employer probably favor?

1. A minimum wage law.
2. Child labor.
3. Formation of a Union in his factory.
4. Company health and retirement plan.

17. Directions: Read the following poem, then answer the questions below.

We mean to make things over
We are tired of toil for naught.
With but bare enough to live upon
And ne'er an hour for thought
We want to feel the sunshine.
And we want to smell the flowers.
We are sure the God has willed it.
And we mean to have eight hours.

What can be hypothesized about the people in the poem?

1. They dislike what they do in their jobs.
2. They are uneducated.
3. They work from dawn to dusk.
4. They work 7 days a week.

DISTINGUISHING BETWEEN FACTS AND OPINIONS

SKILL DESCRIPTION

A worthwhile distinction which teachers should endeavor to make clear is the difference between facts and opinions. It is beyond debate that Franklin D. Roosevelt was President of the United States during World War II, but one could argue indefinitely whether or not Roosevelt was our greatest war President. The distinction between fact and opinion is always worth making because pupils will thus learn to base their conclusions or interpretations on facts. After discovering the facts relating to a series of events, pupils should be encouraged to interpret them and to form opinions about them. The following definition might prove worthwhile:

Fact - a true statement

Opinion - a belief that rests on grounds or evidence that make the belief less than certain, or a belief that can never be proven true or false.

All are entitled to an opinion, but not all opinions are equally good. Evidence and use of such evidence is what makes the difference. The quality and usefulness of an opinion is determined by the evidence supporting the opinion.

Examples:

- I. Directions: In the list which follows, some of the sentences are statements of fact, and others statements of opinion. Indicate to which class you think each statement belongs by placing the proper letter in the space provided for it.

F - Fact
O - Opinion

- _____ 1. The Democratic party has done more for this country than the Republican party.
- _____ 2. In 1939 there were two World's Fairs held in the United States.
- _____ 3. Alaska is northwest of Oregon.
- _____ 4. Scientific research often results in the production of new products.
- _____ 5. No war has ever accomplished any good for the world.
- _____ 6. A high tariff increases the prosperity of the country.
- _____ 7. Only his defeat at the Battle of Waterloo prevented Napoleon from making himself master of Europe.
- _____ 8. All communists in the United States are traitors to this country.
- _____ 9. Dictators are never happy men.
- _____ 10. The schools of today offer a broader training than did the schools of fifty years ago.

- II. It is important that the critical reader be able to distinguish between statements of fact (something that can be readily proven by checking it against other information or by one's own observation), and opinion (something a person believes is so but cannot be proven beyond a doubt or agreed to by all people.)

In so doing, the reader can assess the overall quality of the evidence, hence the persuasiveness of the argument.

CAUTION: An opinion which coincides with your own is still an opinion, not a fact.

Read this mid-18th century view of Boston.

Boston, the metropolis of Massachusetts Bay, in New England, is one of the largest and most flourishing towns in North America. It is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length, at the bottom of a spacious and noble harbor, defended from the sea by a number of small islands. The length of it is nearly two miles, and the breadth of it half of one; and it is supposed to contain 3000 houses, and 18 or 20,000 inhabitants...

The buildings in Boston are, in general, good; the streets are open and spacious and well-paved; and the whole has much the air of some of our best country towns in England. The country round about it is exceedingly delightful, and from a hill, which stands close to the town, where there is a beacon erected to alarm the neighborhood in case of any surprise, is one of the finest prospects, the most beautifully variegated and richly grouped of any without exception that I have ever seen.

The chief public buildings are three churches, thirteen or fourteen meeting-houses; the governor's palace; the court-house, or exchange Faneuils Hall; a linen-manufacturing house, a work-house, a bridgwell, a public granary, and a very fine wharf at least half a mile long, undertaken at the expense of a number of private gentlemen for the advantage of unloading and loading vessels. Most of these buildings are handsome; the church, called King's Chapel, is exceedingly elegant, and fitted up in the Corinthian taste. There is also an elegant private concert room, highly finished in the Ionic manner.

The established religion here, as in all other provinces of New England, is that of the congregationalists; a religion different in some trifling articles, though none very material, from the presbyterian. There are besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England, which seems to gain ground and to become more fashionable every day. A church has been lately erected at Cambridge within sight of the college, which has greatly alarmed the congregationalists, who consider it as the most fatal stroke that could possibly have been levelled at their religion.

Arts and sciences seem to have made a greater progress here than in any other part of America. Harvard College has been founded about a hundred years; and although it is not upon a perfect plan yet, it has produced a very good effect. The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York. The public buildings are more elegant, and there is a more general turn for music, painting, and the Belles lettres.

The character of the inhabitants of this province is much improved, in comparison with what it was, but Puritanism and a spirit of persecution is not yet totally extinguished. The gentry of both sexes are hospitable and good-natured; there is an air of civility in their behavior, but it is constrained by formality and preciseness. Even the women, though easiness of carriage is peculiarly characteristic of their nature, appear here with more stiffness and reserve than in the other colonies. They are formed with symmetry, are handsome, and have fair and delicate complexions but are said universally, and even proverbially, to have very indifferent teeth.

The lower class of the people are more in the extreme of this character and, which is constantly mentioned as singularly peculiar to them, are impertinently curious and inquisitive.

Singular situations and manners will be productive of singular customs, but frequently such as, upon slight examination, may appear to be the effects of mere grossness of character will, upon deeper research, be found to proceed from simplicity and innocence. A very extraordinary method of courtship which is sometimes practiced amongst the lower people of this province, and is called "tarrying" has given occasion to this reflection. When a man is enamoured of a young woman and wishes to marry her, he proposed the affair to her parents (without whose consent no marriage in this colony can take place); if they have no objection they allow him to tarry with her one night in order to make his court to her. At their usual time the old couple retire to bed, leaving the young ones to settle matters as they can, who, after having sat up as long as they think proper, get into bed together also, but without pulling off their undergarments, in order to prevent scandal. If the parties agree, it is all very well. The banns are published, and they are married without delay. If not, they part, and possibly never see each other again, unless, which is an accident that seldom happens, the forsaken fair-one prove pregnant, and then the man is obliged to marry her, under pain of excommunication.

From Burnary, "The New Boston: Decline of Puritan Austerity," Sources of the American Republic, Vol. 1, pp. 41-42.

1. Place an F before statements of fact and an O before statements of opinion.

- _____ (Boston) is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length.
- _____ The country round about it (Boston) is exceedingly delightful.
- _____ The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York.
- _____ There are besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England.
- _____ The character of the inhabitants of this province is much improved, in comparison to what it was.

2. From this reading, list two statements of fact and two of opinion not yet mentioned. Explain your choices.

Fact: A.
 B.

Opinion: A.
 B.

3. Opinions are quite frequently betrayed by emotionally-charged words, phrases like "I think" or "it seems," and excessively inclusive terms, or exaggerations like "certainly" or "undeniable." Below, list words, or phrases from the reading which tipped you off in distinguishing between statements of fact and opinion.

FACT

- 1.
- 2.
- 3.
- 4.
- 5.

OPINION

- 1.
- 2.
- 3.
- 4.
- 5.

DISTINGUISHING BETWEEN FACTS AND OPINION

The amount of information with which we are daily bombarded is intimidating. Newspapers, television, radio, textbooks, political candidates, advertisers, gossips, (friendly and unfriendly), propaganda agencies of every type - all are competing for our attention and belief. Some of the information which is offered is true. Some is clearly false. Much of it is opinion - but it is often masquerading as fact. We must, then exercise care in accepting the reliability of both the spoken and printed word. The exercise below may help you become more discerning in the separation of fact from opinion. In the line next to each of the statements about the U. S. Constitution, write T for True, F for False, or, ? for OPINION, whichever is appropriate. Be prepared to defend your selection in a class discussion.

1. _____ The Constitutional Convention met at Philadelphia in 1787.
2. _____ The graduated income tax permitted by the Sixteenth Amendment to the Constitution is the best means of financing government expenditures.
3. _____ The Twenty-First Amendment repealed the Eighteenth Amendment.
4. _____ The Fifth Amendment protects criminals from prosecution for their crimes.
5. _____ The President of the United States should be elected by direct popular vote.
6. _____ Freedom of speech is guaranteed in the First Amendment.
7. _____ Freedom of speech, as defined in the Constitution, means the freedom to say anything one pleases, no matter what its effect on other people.
8. _____ The best method of determining what the Constitution says is to get an interpretation from the Supreme Court.
9. _____ The Constitution of the United States is the best plan of government which man could possibly devise.
10. _____ Those powers of government which are not specifically given to the states by the Constitution belong to the federal government.
11. _____ The Constitution is only a piece of paper and a piece of paper cannot make anybody do anything.
12. _____ The Thirteenth Amendment says that Negroes cannot be enslaved.
13. _____ On the whole, the framers of the Constitution did not think the Federal Government under the Articles of Confederation had enough power.
14. _____ It is unpatriotic to criticize the Constitution.
15. _____ When the Constitution says an accused person cannot be compelled to be a witness against himself, it is referring only to what he might be asked in a courtroom, and not to what he might be asked by a police officer before he is brought to trial.

16. _____ The President is empowered by the Constitution to declare war against foreign nations.
17. _____ The right to vote could be extended by Constitutional amendments to all persons over eighteen years of age.
18. _____ The Constitution is the Supreme Law of the Land.
19. _____ The "elastic clause" of the Constitution has been the principal means by which the Federal Government has assumed many of the powers formerly exercised by the states.
20. _____ No matter how clearly a law is written, not all people will interpret it the same way.

IDENTIFYING NEEDED EVIDENCE

SKILL DESCRIPTION

Once the hypothesis is formed relevant evidence must be gathered to determine the accuracy of the hypothesis. Evidence that either supports or refutes the hypothesis is relevant. Supporting evidence would indicate the degree of accuracy of the hypothesis. Evidence that tends to refute indicates the inaccuracy of the hypothesis. Therefore, evidence is information that in some way has a bearing on the hypothesis.

Examples:

If students have hypothesized that the ancient civilization of China was well-developed, they might suggest the following evidence for data-gathering purposes:

If China's early civilization was highly developed, then:

- it would have had a well-developed economic system.
- it would have had a code of behavior.
- it would have a system of writing.

Having made such inferences, the students now know what kinds of evidence will help them determine the accuracy of their hypothesis.

If China's early civilization was not highly developed, then

- it would have only temporary dwellings.
- it would have just hunting or gathering activities.

No hypothesis testing is complete until both kinds of evidence have been gathered.

Activity 1

This exercise presents several important ideas about evidence. After you complete work with the exercise, you should know more about evidence and how you can use it to study political life. You may think that evidence is merely any sort of information. Evidence is usually a very specific kind of information that which is used to test your hunches about how politics operates or help answer a research question. For example, if you think that many people in your high school are becoming unhappy with the leadership, you could gather several types of evidence to test your thinking. You might look at the results of a survey of a number of students which asks their feelings about the principal. You might look at recent school newspapers and read the articles about the school administration. You might simply observe various club meetings to see how often the school administration was criticized. You could look at countless other pieces of evidence. After collecting it, you may need to modify your thinking based on what you learn. Because it helps you to test an idea, the information you gather becomes useful evidence. Evidence, then, is usually a very special kind of information, that which is useful for testing ideas or answering reserach questions.

Think for a moment about the vast amounts of information in our society - millions of books, pieces of art, census statistics, pictures, and surveys. As you begin to use evidence, you will realize that some types are more useful than others. The way in which evidence is collected often determines its values.

For example, in order to survey the political opinions of a large number of people in a city, it is convenient to select and survey a small sample of the citizens. If the sample is selected in such a way that it represents the population of the city, then accurate conclusions about the population can be made from a survey of the sample. Whenever you have the opportunity, attempt to find out how evidence has been collected. For example, in surveying the political opinions of a city, the opinions of your best friends would not be nearly as valuable as a sample of the active population of the city.

In addition to seeing that evidence relates to an idea and is systematically collected, it is crucial that you try to find the source of evidence. Knowledge of the source of evidence can help you in two ways. First, it can help you determine the bias of evidence. If you are researching the role of the Democratic party in American politics, you might collect a variety of newspaper and magazine articles. Depending upon who writes the articles, you would learn different things. For example, if all of the articles were written by strong Republican supporters, you would probably find many criticisms of the Democratic party. On the other hand, if all the articles you found were written by Democrats, you would find few, if any, criticisms of the Democratic party. For you to evaluate the usefulness of evidence, always attempt to identify the source.

Knowing the source of evidence can help you in a second way. If you know the source, you will be able to get more of the same type of evidence.

1. Suppose you are doing research on campaign reform in the United States and you wanted to study the recent laws on campaign spending. Where would you find copies of these laws?

2. Suppose you speculate that the school board in your city has no real interest in the schools. You decide to obtain records of the meetings. Where would you get such records?
-
-

3. Imagine you are doing research of the activities of a congressional committee. You determine you need to see reports the committee has written. How would you obtain the reports?
-
-

Recognizing the source of evidence helps to determine its bias and provides you with the needed information about where to get additional evidence. As you work with this and other exercises on evidence, consider the following criteria for gathering evidence.

1. Evidence should be clearly related to a hypothesis or a research question.
2. Evidence should be systematically collected.
3. Always find the source of the evidence - who put it together and where you can get it.

Read the following research question and the four pieces of evidence which follow it. Place a check beside each piece of evidence to indicate whether it is related to the research question.

Research Question: How much and in what ways do citizens participate in Chicago political life?

1. ☐ related newspaper editorials on citizen participation in Illinois
☐ not related

How would you get this evidence?

2. ☐ related an analysis of the letters written by Chicago citizens to the city government
☐ not related

How would you get this evidence?

3. ☐ related number and description of civic groups active in Chicago politics
☐ not related

How would you get this evidence?

4. ☐ related
☐ not related

number of yearly hospital runs to
Cook County Hospital in Chicago

How would you get this evidence?

Look at the research question below and the four pieces of evidence which follow it.
Place a check beside the evidence which was systematically collected.

Research Question: Do male and female students at Elks High School like their school?

1. Systematically collected?
☐ yes ☐ no

interviewing those students who are free
from 1:00 p.m. to 2:00 p.m.

2. Systematically collected?
☐ yes ☐ no

administering a survey to all the male
students at Elks High School

3. Systematically collected?
☐ yes ☐ no

asking the principal how students like
the school

4. Systematically collected?
☐ yes ☐ no

surveying a random sample of students
asking how they like Elks High School

Activity 2

INSTRUCTIONAL OBJECTIVES

After working with this exercise, students will be able:

1. to apply all three criteria for using evidence to distinguish more useful evidence from less useful evidence. Students can indicate achievement of this objective by their responses to items 1-5 in this exercise.

INSTRUCTIONAL PROCEDURES

During this exercise, it will be helpful for you to refer to the three criteria for gathering evidence. They follow:

1. Evidence should be clearly related to a hypothesis or a research question.
2. Evidence should be systematically collected.
3. Always find the source of the evidence - who put it together and where you get it.

Pass out a copy of the exercise to each student. Student copies can be found following these instructions. Instruct students to read through item number 3 on page I-61. Use the items to organize a class discussion.

1. Which evidence would be more helpful in testing the hypothesis about Hudtown?

Only response D would be useful evidence. It is directly related to the proposition and systematically collected. Response A is not clearly related since owning a gun could serve several purposes. Response B is not useful since it only represents the Mayor's perspective. Response C is clearly not related to the hypothesis.

Students could obtain the evidence suggested in response C by conducting an interview or contracting a polling organization to ask if they had done one.

2. Which evidence would be more helpful in answering the research question about Meltown?

Response B would be more helpful than the other responses. Response A asks about food purchases and therefore is not directly related to the question. Response C would give only the perspective of the Mayor's staff. Response D would give information on only one type of expenditure, salaries.

Students could get the evidence presented in B at Meltown City Hall, or possibly by attending a city council meeting.

3. What evidence would be more helpful in testing the hypothesis about Jotter High School?

Response B contains the more useful evidence. It is clearly related to the hypothesis and it is systematically collected through an observation report. None of the other evidence clearly relates to the hypothesis. Even A, resignation letters, might not be useful. The teachers may have resigned for any number of reasons.

If the students wanted to obtain evidence presented in B, they would attend a meeting of the Teachers' Association with an observation record. They might also ask a teacher to complete an observation report and then read it.

After the class discussion of the first three items, ask the students to read the remainder of the exercise and respond to items 4 and 5. Use these items to organize a class discussion.

4. Which evidence would be more helpful in answering the research question about New York City?

Response C would be most helpful since it is most directly related to the question. Response A, pictures, would only give you an idea of how crowded the streets and parks are. Responses A and D are not directly related to the question.

If your students wanted to obtain the evidence in Response C, they could go to a library or write the Bureau of the Census in Washington, D. C.

5. Which evidence would be more helpful in answering the question about Lemon Prison?

Response A contains evidence which would be more helpful than the other evidence presented. Its systematic collection and relationship to the question makes it very valuable. Evidence in B, C, and D might be useful but is not directly related to the question.

If your students wanted to obtain the evidence in response A, they could administer a survey. They might also contact prison authorities to see if one had ever been administered.

Activity 2: Student Copy

Evidence is a specific kind of information, that which is used to test an idea or a hypothesis to help answer a research question. This exercise presents various kinds of evidence and asks you to determine which is most useful. To judge the usefulness of evidence you will need answers to the following questions.

1. Is the evidence clearly related to a hypothesis or a research question? (Evidence which clearly relates to an idea - hypothesis - or research question is most useful.)
2. Is the evidence systematically collected? (The more systematic the collection of evidence, the more reliable it is.)
3. What is the source of evidence? (When the source is known, you can determine how to locate the evidence.)

As you work with the evidence presented here, think about these questions.

Below you will see several ideas or hypotheses and research questions, each followed by four pieces of evidence. Read the material carefully. Place a check beside the evidence you would use to test each hypothesis or to help answer the research question.

1. Hypothesis: If few people in Juddtown participate and most are unhappy, then the leadership stays in power by the use of force.

Evidence

- A) the number of guns owned by residents of Juddtown.
- B) a series of newsletters put out by the Mayor's office.
- C) the attitudes of random sample of citizens toward the rising prices of gasoline.
- D) interviews with citizens chosen at random and asked about the amount of force used by the leaders in the town.

Explain your choice of evidence:

Now that you have decided what evidence would be most helpful, how would you get this evidence?

2. Research Question: In Meltown what does the city government spend its money for?

Evidence

- A) Interviews with all the food store owners asking them how often the city spends money at their stores.
- B) Records of all expenditures made by the city government.
- C) The opinion of a member of the Mayor's staff who has recently been fired.
- D) The salaries of all city officials.

Explain your choice of evidence:

Now that you have decided which evidence would be most helpful, how would you get this evidence?

3. Hypothesis: If the Principal at Jotter High School makes many decisions, then he can decide to fire teachers whenever he wants to.

Evidence

- A) Resignation letters of ten teachers.
- B) Observation report of a meeting of the Teachers' Association where they discussed hiring and firing at Jotter High.
- C) A biography of Mr. Toller, principal of Jotter High.
- D) The attendance figures for the Jotter homecoming football game.

Explain your choice of evidence:

Now that you have decided which evidence would be most helpful, how would you get the evidence?

Before moving on to the following two research questions, your class should discuss answers to items 1, 2, and 3. In the discussion it should become clear why some of the evidence presented is more useful than other evidence. If you do not understand why some evidence can be very useful while other evidence is not as useful, ask your teacher for help. After you have completed the discussion, go on to the next two items.

4. Research Question: How many people live in the city of New York, today?

Evidence

- A) pictures of New York City.
- B) books about the population of New York City in 1900.
- C) the most current census figures which contain the population of New York.
- D) the number of people who live and work in the downtown section of New York City.

Explain your choice of evidence:

Now that you have decided what evidence would be most helpful, how would you get this evidence?

5. Research Question: Do the prisoners in Lemon Prison like Warden Curt?

Evidence

- A) a survey of all the prisoners at Lemon which focuses on their feelings about Warden Curt.
- B) an interview with Warden Curt
- C) pictures of Lemon prison taken from an airplane flown by a prisoner.
- D) the observations of a visitor to Lemon prison.

Explain your choice of evidence:

Now that you have decided what evidence would be most helpful, how would you get it?

Activity 3

INSTRUCTIONAL OBJECTIVES

After working with this exercise, students will be able:

1. to recognize and apply the criteria for using evidence to determine evidence which is most useful for testing a hypothesis or answering a research question. Students can indicate achievement of this objective by their responses to items 1-5 of this exercise.

INSTRUCTIONAL PROCEDURES

Divide the class into groups of 5 or 6 for this exercise. Then, pass out a copy of the exercise to each student. You will find copies following these instructions. Ask your students to read through item 2 and respond in writing to number 1 and 2. Use them to organize a class discussion.

1. Which evidence is most useful in testing the hypothesis about Fala?

Response B contains the most useful evidence. The evidence it contains is the most representative of all the evidence presented.

Students might obtain this type of evidence by doing a survey themselves.

2. Which evidence is most useful in answering the question about Volger High School?

Response C contains the most useful evidence. Response A and B do not contain evidence which is as representative as the evidence in Response C.

Students might obtain this type of evidence from the school office at Volger.

After you have discussed students responses to item 1 and 2, ask students to read the rest of the exercise. Together with the other members of their group, they should respond to the written exercises. Use the items to conduct a class discussion.

3. What evidence would you use to test the hypothesis, "If New York is running out of money, then the Mayor must be wasting it"?

Useful evidence might include:

- newspaper reports about the Mayor's expenditures of city money
- the budget for the City of New York
- an interview with the Mayor about the administrations' expenditures
- the Mayor's experience in managing a budget

4. What evidence could you use to answer the research question, "How are political resources distributed among groups at Colman High School"?

Useful evidence might include:

- the amount of money controlled by the principal
- the amount of money controlled by the teachers and students
- types of people who attend important meetings
- types of people who come up with useful ideas at Colman

5. What evidence would help answer the research question, "How does the City Council in Hilltown maintain the respect of the citizens?"?

Useful evidence might include:

- interviews with residents of Hilltown
- the observation report of a woman who visited Hilltown to see how the citizens respected the government
- a survey of a random sample of citizens asking them how well they respect their government
- newspaper reports about citizen respect for the government in Hilltown

Activity 3
Student Copy

For this activity you will work in a group with several other students. This exercise presents several hypotheses and research question, each followed by several descriptions of evidence. It also contains a fourth criterion of useful evidence - evidence should include the widest representation of data possible. For example, if you want the opinions of the students at Clearwater High School, interviewing 50 students would be more valuable than interviewing 2 students. Also interviewing a random sample of students would give you a better representation of student attitudes than interviewing your best friends. They would be likely to have the same opinions as you hold.

As you read through the evidence, you will find all of it to be helpful. After each hypothesis or research question, identify the evidence which would be most helpful in testing the hypothesis or answering the research questions.

1. Hypothesis: If citizens of the nation of Fala know little about their government, then the government must be keeping information from them.

Evidence:

- A) a tape recording from a meeting where the leaders of Fala decide about the price of beef
- B) a survey of a random sample of citizens asking their opinion about their government
- C) a tape recording of several government meetings and the published minutes of those meetings
- D) newspapers from Fala

Explain your choice of evidence:

Now that you have decided what evidence would be most helpful, how would you get this evidence?

2. Research Question: How frequently do people communicate at Volger High School?

Evidence:

- A) memos sent between people at Volger High
- B) the number of telephone calls from parents to the school administration at Volger
- C) a list of all the meetings and written communication between students, teachers, and administrators at the school
- D) the number of times in a year that students cut classes at Volger

Explain your choice of evidence:

Now that you have decided what evidence would be most helpful, how would you get this evidence?

Before moving on to the next two research questions, discuss answers to items 1 and 2. In the discussion, it should become clear why some of the evidence presented is more useful than other evidence. After you have completed the discussion, refer to the items below. Following the hypotheses and questions, suggest at least four pieces of evidence which would be useful in testing the hypothesis or answering the research question. Work with the other members of your group as you list the evidence.

3. Hypothesis: If New York is running out of money, then the Mayor must be wasting it.

Evidence:

A.

B.

C.

D.

4. Research Question: How are political resources distributed among all groups at Colman High School?

Evidence:

A.

B.

100

C. _____

D. _____

5. Research Question: How does the City Council in Hilltown maintain the respect of the citizens?

Evidence:

A. _____

B. _____

C. _____

D. _____

RECOGNIZING BIASED STATEMENTS

Skill Description

Nearly everywhere and almost all the time all of us are confronted with statements which are exaggerated or twisted or biased because of the emotional attitude of the person who makes them. Sometimes we ourselves make statements which are more the result of our emotional complexes than of our reasoning. Sometimes emotionally toned statements are easy to detect and sometimes they are so subtle that it is hard to identify them as such.

In this section the attempt has been made to gather a series of statements on the same general topic, some of which reveal a strong emotion bias on the part of the writer, and others of which indicate that the writer was attempting to be reasonably fair and objective in making his observation. Practice in distinguishing between the biased and the more thoughtful statements will provide opportunity to stimulate interest and growth in critical skills.

DIRECTIONS:

The following statements have been clipped from the sections of representative newspapers entitled "Letters to the Editor." Go through the list and if in your judgement the statement is based on emotion or prejudice, indicate the same by placing the letter E (for "emotion") opposite the number of the statement. On the other hand, if the statement seems to you to be based on fact and if it appears that its author was not emotionally biased, indicate the same by placing the letter T (for "thought") opposite the number of the statement.

- (T) 1. The irony of the growing appeal of conservatism and repression in the quest for law and order is that conservative societies have historically been the breeding ground for violent revolution.
- (E) 2. Most of the people on relief are shiftless, lazy, and unwilling to work even if they have the chance.
- (E) 3. One lesson of history is clear, "Don't trust a Communist."
- (T) 4. America has always prided itself as being a land of opportunity and a haven for refugees.
- (T) 5. Is it a mark of a great country to spend eight times as much on "defense" as it does on social welfare?
- (E) 6. Everyone who works for a living is a slave to our Federal Reserve System, which controls our supply of money.
- (T) 7. No nation can now provide true welfare for its people without continuous cooperation with other nations.
- (E) 8. This country has never yet lost a war, and so we should not be scared of what the Russians may do.
- (T) 9. The United Nations is reaching a crucial point in its development.
- (E) 10. The real trouble with the United Nations is that its policies may be controlled by representatives of a lot of new countries who have no political experience or wisdom.

Activity 1

When people make statements, either spoken or written, they are trying to tell other people something. Usually writers and speakers think carefully about their subjects before they make statements. But sometimes people become emotionally involved in the subjects that they are making statements about. If people have very strong feelings about a subject, they may make statements that they would not make if they were thinking carefully. For example, consider how some people are speaking in the following incident:

The score was tied 3 to 3 in the last inning of the district championship seventh-grade baseball game. There was a runner on third base. There were two outs.

It was Joe's turn to bat. He was nervous. If he could just get a base hit--any kind of a base hit--he could drive in the winning run and his school would win the championship.

The pitcher wound up and threw. Joe swung and hit the ball. It bounced slowly to the shortstop.

Joe took off for first base. He was sure he would make it before the shortstop could throw the ball to the first baseman. Joe ran. The shortstop threw. It was a close play.

"Out!" yelled the umpire.

Joe ran back to the umpire. "But, Ump, I hit the base and took three steps before the ball the the first baseman's glove!" Couldn't you see that? You can't see anything! You're blind as a bat! You should be sent to the salt mines and never be allowed to come out!"

The first baseman snickered over his shoulder and said, "Aw, shut up, crybaby, we had you out by six feet."

How could two people involved in the same play make statements that are so different? Joe said he beat the throw by three steps--yet, the first baseman said that the throw beat Joe by six feet.

The answer is that both players had very strong feelings about the play. Joe wanted very badly to get to first base. The first baseman wanted very badly to get Joe out. This caused them to say things that they would not have said if they had thought carefully before they spoke.

Consider the other things Joe said about the umpire. Did he really mean them? Of course not. Joe knew that the umpire could see. The statements "You can't see anything" and "You're blind as a bat" came out of his strong feelings. When people speak or write about subjects that they feel very strongly about, they may say things that are not exactly true.

Here are seven statements made by students about their schools. Read each one. If you think a statement was made after careful thinking about the subject, circle the word "Thinking." If you think the speaker's strong emotions about the subject are behind the statement, circle the word "Feeling."

1. Thinking Feeling I go to Washington, and it's the best school in the world.
2. Thinking Feeling Lincoln students are tops.
3. Thinking Feeling Our school has more magazines in its library than any other school in our town.
4. Thinking Feeling I went to Jefferson last year and they have the stupidest social studies teachers in the world.
5. Thinking Feeling There are so many kids in my school that it's like a zoo.
6. Thinking Feeling My school has more students than any other junior high in the district.
7. Thinking Feeling Our lunches are the world's worst.

Activity 2

People have strong feelings about many social issues. One of these issues is the right that 18 year-old people should have. Some people believe that 80 year olds should be able to do anything that adults do. Others believe that people should wait until they are 21 before they are permitted to do anything that adults can do.

Below are five statements about this subject. If the statement seems to have been made after careful thought, circle the word "Thinking." If the statement seems to come from strong emotions, circle the word "Feeling."

1. Thinking Feeling Most 18 year-old people today have gone to school for more years than their parents did.
2. Thinking Feeling It will ruin our country if we let those sloppily dressed 18 year-old punks vote.
3. Thinking Feeling If the 18 year-olds are allowed to drink beer and liquor, we will have more drinking drivers on our highways.
4. Thinking Feeling If 18 year-olds are old enough to fight in wars for their country, they are old enough to vote.
5. Thinking Feeling No 18 year-old kid has enough sense to know how to vote.

ASKING USEFUL QUESTIONS

Skill Description

Questions guide one's inquiry. The better the question, the better the inquiry. Asking useful and clearly-stated questions is essential to good inquiry. In other words, if you ask the wrong questions, you can't help but get the wrong answers. Therefore students must develop their skills of asking good questions.

The Concept Task Group has worked on helping students ask good questions that are derived from concepts. Here we are concerned about asking good questions in general.

The following activity is designed to introduce the skill of question asking. After the lesson, students should be able to identify questions that can be answered with data gathered by a survey study.

Suppose that you want to do a survey study about political influence in your school. What are good questions that you might seek to answer? Look at the following four pairs of questions and indicate (1) the better question in each pair; and (2) the reasons for your evaluation of each pair of questions.

1. a. What proportion of the students in our school believe that they have a high level of political influence in the school?
b. Who has a big clout in our school?
2. a. Are students with big feet more likely than those with small feet to be influential?
b. Are female or male students in our school more likely to believe that they have a high level of political influence in the school?
3. a. What type of political influence pattern exists in our school?
b. Is the pattern of political resources in our school more or less similar to the pattern of political resources found in one of these types of political systems: elite, bureaucratic, coalitional, participant?
4. a. Does the captain of the basketball team believe that he has a high level of political influence in the school?
b. What proportion of the students in our school believe that they have a high level of political influence in our school?

The better questions in each pair are: 1a, 2b, 3b, and 4b. The better questions have three characteristics in common? (1) they are clear, (2) they are significant, and (3) they are about a large number of people.

A clear question is easily understood. It helps you to focus exactly on what you need to know to answer the question. In contrast, an unclear question is like a poorly focused moving picture which is seen as a confusing blur on a movie screen.

Question 1b is not as clear as 1a. It is more general and vague than question 1a. In addition, question 1b includes slang words, "the big clout," which are ambiguous. These slang words may mean different things to different people.

Question 3a is not as clear as question 3b. It is more general and vague than 3b as it does not specify exactly what "type" refers to.

Both questions 2a and 2b are clear. However, question 2a is not very significant. A significant question is worth knowing about. Before spending your time, effort, energy to answer a question, you should always ask: What difference will it make to anybody if I answer this question? Will anybody care about the answers? Or, will people say, "so what" when you are finished with your work?

How can you tell whether a question is significant or not? Common sense can help sometimes. For example, it would be foolish to spend much time or effort trying to answer this question: Are the shoe sizes of Democrats larger than the shoe sizes of Republicans? You could answer this question, but if you did, people would be likely to say SO WHAT?

What is or is not a significant question often depends upon who you are and what you need to know. For example, an answer to question 2b might be very significant to people interested in comparing the political behavior of females and males. To some others, it might be a "so what" question.

Both questions 4a and 4b are clear and many people would consider them to be significant. However, not all clear and significant questions are answered through a survey study. It is very important to fit your method of knowing to your question. An inquirer who applies the wrong methods to a question is like a workman who uses the wrong tool; for example, like a mechanic who tries to turn screws with a chisel instead of a screwdriver. Remember that survey studies are used to answer questions that pertain to a large number of people, such as question 4b. In contrast, question 4a can be answered through an interview of one person. Thus, the survey method doesn't fit this question.

ACTIVITY 1

Instructional Objectives

After working with this exercise, students will be able:

1. to identify and apply the criteria for asking good questions by analyzing questions which illustrate these criteria. Students can indicate achievement of this objective by their responses to the items in this exercise.

Instructional Procedure

You will find student copies of this exercise following these instructions. As you work through this exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant - answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

1. Have students read through the exercise without responding to any of items which call for writing.
2. After all students have finished reading, have them respond to the items related to the Fred Osborn - Sergeant Howard interview. Then, use them to organize a class discussion.
3. Based upon this interview, what do you know about crime in Maya?

Students will probably respond that the interview yielded only a small amount of information. Have them explain why they felt the interview was inadequate. Hopefully, your students will identify many of Fred Osborn's questions as very poor.

4. What questions were most useful to Fred Osborn in gathering information about crime in Maya?

The question which yielded the most information was question C. The others were either irrelevant or not clearly stated.

5. Discuss each questions with students and ask them what the weakest aspects of each question are. Each question is analyzed. Refer to aspects of this discussion when necessary.
6. Ask various students how they rewrite questions A, B, D, and E to fulfill the criteria for asking good questions. Sample rewritten questions appear on the next page.

	Original Question	Rewritten Question
Question A	"How long have you been a police officer?"	"How have you reacted to increased crime?"
Question B	"How many kids do you have?"	"Are young people more responsible for the increase in crime than old people?"
Question C	"How do you deal with crime?"	"How do the police deal with crime?"
Question D	"How do the police deal with long-haired radicals?"	"How do the police deal with terrorist groups?"
7.	After you have completed the discussion of the Fred Osborn-Sergeant Howard interview have students apply what they have learned. Ask them which of the two questions on page I-76 is a better question.	

Question 2 is a better question because its reference to managers clearly related it to the proposition which focuses on leadership.

Activity 1: Student Copy

In the following interview, a man named Fred Osborn asks a policeman four questions about the rapidly increasing rate of crime in Maya, Louisiana. Fred is a citizen of Maya and thinks that the policeman, Sargeant Howard, can tell him about the problems of crime in the city. He has prepared five questions which he asks in the interview below. Read the interview carefully. You will be relying on Fred's questions to gather information about crime in Maya. When you finish, answer the questions which follow the interview.

A. Fred Osborn: "I think you know that I'm interested in knowing about crime in Maya. Tell me, Sargeant, how long have you been a police officer?"

Sargeant Howard: "Twenty-four years."

B. Fred Osborn: "Do you have any kids?"

Sargeant Howard: "Yes, I do, a girl 14 and twin boys, 16."

C. Fred Osborn: "Sargeant Howard, which crimes occur most frequently in our city?"

Sargeant Howard: "Violent crimes, particularly robbery and rape. Many of the other crimes including drug offenses have declined. I attribute most of the rise in robberies to increased unemployment."

D. Fred Osborn: "How do you deal with crime, Sargeant?"

Sargeant Howard: "I'm not sure I know what you mean, sir. Do you mean how do I personally and individually try to prevent crime, or how the police in Maya try to control crime?"

E. Fred Osborn: "How does the police force deal with long-haired radicals?"

Sargeant Howard: "Mr. Osborn, surely you should know you cannot judge a person by the length of their hair."

1. Based upon this portion of the interview, what do you know about crime in Maya?

2. Which questions were most useful to Fred Osborn in gathering information about crime in Maya?

Asking questions can be very useful procedure in collecting information. Fred Osborn illustrates that some questions can be much more valuable than others. For example, you probably found that of the five questions Fred asked, C was the most useful in gathering information about crime in Maya. However questions A, B, D and E did not yield very much information.

In formulating questions, you need to specify what you want to know. Fred Osborn wanted to know about the increasing rate of crime in Maya, Louisiana. Questions, then, should be clearly related to a proposition. Question A - "How long have you been a police officer?" fails to meet this first requirement. It in no way relates to the proposition of increased evidence of crime in Maya. Any answer to this question would be of little help to Fred. Write a question which is more clearly related to the proposition.

In addition to being related to a proposition, questions need to be significant - answering them must yield useful and important information. Question B - "How many kids do you have?" violates this rule. What difference does it make if Sargeant Howard has three children or ten children, or no children? This information is not significant. In the space below write a question which is more significant than Question B.

Another criterion for asking questions is clarity - a question needs to be clearly and precisely stated. Look at Question D - "How do you deal with crime, Sargeant?" This question is not clear. It is uncertain whether Fred Osborn wants to know how the police generally handle crime problems or how Sargeant Howard specifically handles crime. In his response, Sargeant Howard indicates that the question is unclear and he is unable to respond to the question as stated. In the space below, write a question which is more clear than Question D.

A final criterion for asking questions is that questions remain as unbiased as possible. Often a slanted or biased question will not yield very much information. Refer to Question E - "How do the police deal with long-haired radicals?" The question prompts Sargeant Howard to point out the bias to Fred Osborn. Even if Sargeant Howard had answered the question, the answer would not have been very valuable except to those people who think all redicals have long hair.

In the space below write a question which is less biased than Question E.

Remember the four criteria for asking good questions:

1. Questions should be clearly related to a proposition.
2. Questions should be significant--answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

Suppose you wanted to know about the decreased amount of communication among the leadership of a business corporation. Which of the following two questions would be the best question to ask? Explain your answer in terms of the four criteria for asking good questions.

Question 1: How often do people meet at this company?

Question 2: Do the managers of the company share information in making decisions?

The Better Question Is:

_____ #1

_____ #2

Explain your answer in this space:

Activity 2

INSTRUCTIONAL OBJECTIVES

After working with this exercise students will be able:

1. to identify the criteria for asking good questions by analyzing given questions. Students can demonstrate achievement by their responses to the first half of items 1-5.
2. to apply the criteria for asking good questions by rewriting bad questions. Students can indicate achievement of this objective by their responses to the second half of items 1-5.

INSTRUCTIONAL PROCEDURES

You will find student copies of this exercise following these instructions. As you work through the exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
 2. Questions should be significant--answering them must yield useful and important information.
 3. Questions should be clearly and precisely stated.
 4. Questions should be unbiased.
1. Have students read through question number 3, writing the criteria each question fulfills and rewriting the question if necessary.
 2. Have a class discussion of questions 1-3. The following information will help guide the discussion. It indicates the criteria fulfilled by each question and presents rewritten questions where necessary.

	<u>Criteria Fulfilled</u>	<u>Rewritten Question</u>
Q. 1	1, 2, 3, 4	
Q.2	1, 2, 3	"How can a person be certain a given resolution will ever pass the council?"
		Taking out the word "lazy" makes the question less biased.
Q.3	1, 3, 4	"Tell me, Mr. Clarke, do you prefer expensive hobbies?"
		The answers to this question are more significant than the answers to the original question.

3. After you have completed the discussion give the students a chance to apply what they have learned by responding to items 4 and 5. Use the answers below to guide a discussion.

	<u>Criteria Fulfilled</u>	<u>Rewritten Question</u>
Q.4.	1, 2, 4	"Do you condone bribery?"

This question is more clearly stated than the original question.

Q.5. 1, 2, 3, 4

Activity 2: Student Copy

Following are five questions which a reporter named Gail Nicholes wants to ask of a member of the city council. For months Gail had suspected that this member, Ray Clarke, accepted bribes from local businessmen. Gail wants to ask these questions of Ray to see if her suspicions are correct.

Read the questions carefully. Remember, Gail wants to find out as much as she can about Ray's ties with big business. As you read, think about the four criteria for asking good questions:

1. Questions should be clearly related to a proposition.
2. Questions should be significant--answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

After reading each question, state which criteria you felt it fulfilled. If it did not meet all four criteria, rewrite the question.

1. "Mr. Clarke, what are all of the sources of your income?"

Criteria fulfilled:

Rewritten question (if necessary):

2. "How can a citizen be certain a given resolution will ever pass this lazy council?"

Criteria fulfilled:

Rewritten question (if necessary):

3. "Tell me, Mr. Clarke, do you prefer comedies to adventure stories?"

Criteria fulfilled:

Rewritten Question: (if necessary)

After you have completed working with questions 1, 2, and 3, stop. Your teacher will discuss these questions. You should participate in this discussion by sharing your answers with the class. Be certain that you understand the criteria which each question exhibits. Then go on to read questions 4 and 5. Determine the criteria each question fulfills and rewrite the question if necessary.

4. "Does the city council condemn bribery or do you condone it?"

Criteria fulfilled:

Rewritten Question: (if necessary)

5. "What are the names of the business associates with whom you spend your time?"

Criteria fulfilled:

Rewritten Question: (if necessary)

DISTINGUISHING BETWEEN PRIMARY AND SECONDARY SOURCES

Skill Description

People relate the social sciences to a body of established facts. History, to many, is nothing more than a conglomeration of materials that record events. It is important for teachers, then, to help students make a distinction between two types of sources, primary and secondary.

Primary source material would be categorized as personal narratives, diaries, memoirs, eye witness accounts, documents, etc. They make the past come alive, and for the student they have the implicit message that his society was fashioned by people with many of the same beliefs, drives, and feelings as adults in his own world. Secondary sources are different from primary sources in that they use a writer's interpretation of what happened. Students must be aware that these sources might contain biased statements.

In considering written accounts from which is derived accurate knowledge of the facts and events of history, it is necessary to distinguish between primary and secondary sources. The ability of a student to distinguish between sources is usually an indication that the student has used source materials and understands what they are.

Example:

Go through the following list carefully. Write the letter "P" beside those items which you think should be classified as primary sources. Write "S" beside those which you think should be classified as secondary sources.

1. The Treaty of Versailles.
2. Gone With the Wind by Margaret Mitchell, a novel depicting conditions in the South at the time of the Civil War.
3. A newspaper editorial concerning the Munich Pact of 1938.
4. Napoleon, a biography written by Emil Ludwig.
5. The Constitution of the United States.
6. The newspaper text of one of President Roosevelt's "Fireside Chats," a radio broadcast.
7. The Congressional Record
8. The Rosetta Stone used as a key to the early Egyptian language.
9. Adolph Hitler's autobiography, Mein Kampf.
10. Ivanhoe, a novel written by Sir Walter Scott.
11. A history textbook.
12. George Washington's diary.
13. Baked clay tablets inscribed with cuneiform characters, used about 3500 years ago by writers.
14. Paul Revere's Ride, a poem written by Longfellow.
15. The Dictionary of American Biography.
16. The Charge of the Light Brigade, a poem written by Tennyson.
17. Photographs of the moon taken by the Gemini space crew.
18. A papyrus roll used by the Egyptians.
19. Radio broadcast of the signing of the Magna Carta.
20. TV broadcast of the Democratic presidential nominating convention.
21. A televised broadcast of a baseball game.
22. A statement that some Germans destroyed works of art in occupied countries during World War II, taken from the indictment of the International Military Tribunal.

23. A description of how the cave dwellers mixed the paints they used to draw pictures on the walls of their caves.
24. A list of candidates on an election ballot.
25. A news commentator's account of how the Russian delegates were instructed to vote in the United Nations session.
26. A motion picture of the daily customs of the Australian Aboriginies.
27. An historical motion picture showing the effect on the Indians of the sight of the first Spanish ships in the New World.
28. A sales slip from a grocery store, listing purchases and prices made on a telephoned grocery order.

Activity 1

Information can be obtained from one of two kinds of sources: primary and secondary.

A primary source is a firsthand or original source. A primary source can be a person (for example, an eyewitness to an event), a document (for example, a letter or birth certificate), or an audiovisual record (for example, a tape recording, motion picture, or photograph).

Suppose you wanted to find out what you were like when you were five years old. You could use many sources of information. Eight of them are listed below. Some of them could provide you with firsthand information about what you were like as a five-year-old; others could not. Look carefully at this list and circle the letters next to the primary sources of information.

- A. Family photographs of your fifth birthday party
- B. A photograph of your father when he was five years old
- C. A drawing of your family tree
- D. A tape recording of your fifth birthday party
- E. A diary written by one of your parents during the year you were five.
- F. A story you wrote about yourself when you were in the sixth grade
- G. A report about you written by your kindergarten teacher
- H. A picture you drew in kindergarten

Activity 2

A primary source is a firsthand or original source of information.

A primary source of information about an event might be a person who was present at the time and remembers what happened. Or it might be a report written during or just after the event by an eyewitness. A film, photograph, or tape recording of an event would also be a primary source.

Suppose you wanted to find out what your family was doing on the day before you were born. You might try to get information from a number of people. Eight of them are listed below. Some of them might have firsthand information about what you want to know; others would probably not have firsthand information. Circle the letters in front of all the people who might be primary sources.

- A. Your parents
- B. Your grandparents.
- C. An older brother or sister
- D. Your best friend, who moved into town last year.
- E. An uncle or aunt
- F. Your social studies teacher
- G. A neighbor who has lived next door to your family for 20 years
- H. Your kindergarten teacher

Activity 3

A secondary source provides secondhand information. Any information that is not obtained from a primary, or original, source is said to come from a secondary source.

Suppose you hear that there has been a fight in the school cafeteria. If the person who told you about it actually saw the fight, that person is a primary source of information. But if that person heard about it from some other person who supposedly saw the fight, you are getting information about the fight from a secondary source.

As you can imagine, a secondary source is not likely to be as reliable as a primary source. However, certain kinds of information are difficult or impossible to obtain from primary sources. For example, suppose you wanted to write a report about how cave men lived. Since the cave men did not use written language as we know it, no primary-source documents are available. Methods of recording events on film and tape had not been invented when the cave men lived, and there certainly are no surviving eyewitnesses. In doing research for your report you would have to use secondary sources.

You don't have to go back as far as the cave men to find situations in which it is difficult to use primary sources. If you wanted to find out something about your own great-great-grandparents, for example, you might not find many living people who remember them. You would probably have to rely in part on secondary sources.

Below are listed sources that you might use to find information about your great-great-grandparents. Circle the letters in front of all secondary sources.

- A. Photographs of your great-great-grandparents.
- B. Letters written by your great-great-grandparents.
- C. Your Aunt Susie, who didn't know them but has heard a lot of stories about them.
- D. Newspaper clippings about your great-great-grandparents' wedding and funerals.
- E. An article in a current historical magazine about the town where they lived.
- F. Your grandmother, who used to spend summers at your great-great-grandparents' house when she was a little girl.
- G. A painting of your great-great-grandmother, done from a photograph of her.

Activity 4

A secondary source provides secondhand information. Information that was not obtained from a primary, or original, source must have come from a secondary source.

One example of a secondary source is a book review; the primary source is the book itself. Another example of a secondary source is a newspaper columnist's summary of an important speech; the speech itself is the primary source.

Suppose you were writing a class report about people's views on income tax reform. One night you watch a television talk show on which Senator Smart is discussing this issue. You hear the senator say, "I think income tax loopholes ought to be abolished." The next morning you read a newspaper account of the senator's remarks. The headline reads: "Senator Smart Calls for Abolishing Income Tax."

The television talk show was a primary source of information. You saw and heard the senator state his opinion. The newspaper headline was a secondary source because you were getting Senator Smart's views secondhand - the headline writer was telling you (incorrectly, in this case) what he thought the reporter said he heard the senator say.

Although it is usually better to use primary sources, it is not always easy or even possible. For example, many people are interested in finding out about their ancestors. They might want to know when their ancestors first came to this country and where they lived before they came here. If your ancestors came here a very long time ago, there is probably no one living who remembers when they came or where they came from. You would have to use a lot of secondary sources.

However, remember that primary sources are not always human beings. Documents and various kinds of legal papers can be primary sources too, if they were made during the lifetimes of the people you are looking for information about.

Activity 5

Some sources of information you might use to try to find information about your ancestors are listed below. Circle the letters in front of the secondary sources.

- A. A ticket used by your great-great-grandfather that shows where and when the ship he arrived on began and ended its trip.
- B. Your Uncle Harry, who remembers that his grandmother told him where the family lived back in the old country.
- C. Birth certificates that show when and where some of your ancestors were born.
- D. A family history written by your cousin.
- E. A family-tree quilt made by your great-aunt.
- F. Your grandfather, who remembers some of the records of birth, deaths, and marriages in the old family Bible, which was destroyed in a fire 40 years ago.

Activity 6

Information can be obtained from one of two kinds of sources: primary and secondary.

Suppose you've been hearing a lot of talk about a big fight after school yesterday. Sometimes you heard that it was a fistfight. Some people said that one kid stabbed another. Other people said that there really wasn't a fight.

When you get home, you tell your parents about the fight and they want to know exactly what happened. They ask you to tell them what you know. They also want to know who told you about the fight. They want to know who actually had firsthand information about the fight.

You tell your parents each of the following things:

- ____ 1. You first heard about the fight from the kid who has his locker next to you. He heard that there was a big fight.
- ____ 2. A little later in the day, your best friend (who rides the school bus with you) told you he heard that one of the kids was stabbed.
- ____ 3. Between classes you heard some more stories from kids who were sure that someone was stabbed.
- ____ 4. At lunchtime there was much talk of the fight. One of your friends who stayed after school for wrestling practice didn't actually see the fight.
- ____ 5. Another friend who stayed after school for math makeup said he heard a lot of noise from the football field, but he didn't actually see a fight.
- ____ 6. The fight was discussed in your afternoon classes. Many of the kids who rode the bus home with you insisted that someone was stabbed after school.
- ____ 7. One teacher said that when he left school there weren't any kids around and no one was fighting.
- ____ 8. After school you talked to the school bus driver, who also works at the school as a janitor. He said he didn't see a fight when he came back to work at the school after driving the bus.
- ____ 9. As you are talking with your parents, two more of your friends come over. They said that as they had walked home last night they had seen two boys pushing each other around on the football field. No one was hurt.
- ____ 10. Your parents call the school principal. She says she thinks there was a small fight after school, but that to her knowledge there was no stabbing.

Go back over the list of people who said something about the fight. Print a "P" in the space before each one who had firsthand information. Print "S" in front of each one who didn't have firsthand information. The people you identified with a "P" are primary sources. The ones identified with an "S" are secondary sources.

Activity 7

Imagine that a famous person has had an auto accident. You are on a jury that is trying to decide whose fault the accident was. Many people are willing to tell you what they know about the accident. However, only some of these people will be helpful to you in your job of deciding who is guilty.

You and the other members of the jury decide that only people who have firsthand information will be helpful to you. Your job is to decide which of the following people can provide firsthand information.

Identify the people below who have firsthand information (primary sources) with a "P". Identify people who don't have firsthand information (secondary sources) with an "S".

- ____ 1. The famous person who had the accident is willing to tell you his side of the story.
- ____ 2. The person who was driving the other car is willing to tell her side of the story.
- ____ 3. A person who read about the accident in the paper is willing to talk with you about it.
- ____ 4. The son of the famous person is willing to talk with you even though all he knows is what he has heard from his parents.
- ____ 5. A truck driver who came upon the accident as the cars were being towed away will tell all he knows.
- ____ 6. A person who was waiting to cross the street where the accident happened will tell what she saw.
- ____ 7. A person who was driving right behind the famous person will talk with you.
- ____ 8. Many people who watched news films on TV that showed the cars after the accident want to talk.
- ____ 9. A policeman who was called to the accident after it happened is willing to talk.
- ____ 10. A girl who was hitchhiking near the accident scene will tell what she saw.

EVALUATING SOURCES OF INFORMATION

Skill Description

When evaluating sources of information, it is vital that the students analyze the reliability of the source. Reliability depends upon whether the document or record has value as historical evidence. Value draws its importance when one determines why something was written, the circumstances under which the record was made, whether it was written from memory or based on documents contemporary with the event it records, whether independent witnesses have agreed on the facts, and whether the writer has exploited the facts to make a good story, to amuse the public, or to instruct.

The student must be aware that it is important that he selects the best possible source of information from other alternatives. As with the teaching of other study skills, the class discussion emanating from the correction of these items is probably the most valuable part of the lesson.

Sample Activity

Directions to students - you have been given an assignment to write a term paper. You have been told to a large degree that it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial and unprejudiced.

Below are a number of possible topics. Under each one are listed three references which might give information about it. If the materials were available, which would you consider as most reliable for giving a true picture of events as they actually happened? Show your choice of the best source by circling either A, B, or C.

TOPICS

I. The hardships of laborers who built the Transcontinental Railroad.

- A. Accounts as recorded in diaries of the workers.
- B. A story by the grandson of one of the construction superintendents.
- C. A TV special on the building of the railroad.

II. The "true" story of the Boston Massacre.

- A. A TV story of the period.
- B. A native of Boston telling the story as handed down by her ancestors.
- C. A newspaper of Boston, printed during the period, that describes the event.

III. The "long court" - Dempsey & Tunney

- A. Motion pictures taken of the actual fight.
- B. Statements of the event taken from the participants.
- C. Radio accounts of the actual fight.

IV. The effect of the Vietnam war on the people of that country.

- A. An interview with a family in each of 10 villages in Vietnam.
- B. A TV documentary showing the poverty and hunger of Vietnamese people.
- C. A speech given by President Carter.

(Grade 8)

- V. The "truth" about drug abuse on college campuses.
 - A. An account of the situation written by students in several campuses.
 - B. A newspaper article describing raids on four campuses.
 - C. An interview with a college president.
- VI. The physical effects of heroin on the human body.
 - A. A boy whose cousin has taken heroin.
 - B. A report by the Federal Drug Administration on the effects of heroin.
 - C. A TV interview with an ex-heroin addict.
- VII. What it was like to live in London during the German bombings of World War II.
 - A. A TV documentary showing actual pictures of London during the bombings.
 - B. The recollections of an American whose aunt was in London then.
 - C. A novel which is set in London during the bombings.
- VIII. The burial of the Etruscan Civilization.
 - A. Pictures of objects discovered by a team of archeologists.
 - B. A story of an Etruscan funeral feast.
 - C. An article about Etruscan cities.
- IX. The "true" story of the Salem Witch Trials.
 - A. A newspaper article by a reporter who covered one of the trials.
 - B. The diary of one of the girls who accused others of being witches.
 - C. The court records of the trial proceedings.
- X. The fundamentals of Communism.
 - A. A person living in the Soviet Union.
 - B. The writing of Karl Marx.
 - C. A book about the Russian Revolution.

After the students have mastered the idea of the best potential source, they are ready to attempt the more complex skill of ranking the sources according to their validity.

In Exercise A which follows, the third source of information is to all intents and purposes an eyewitness account. It is contemporary with the event in records. The moving picture about Anthony and Cleopatra, however, was made for commercial purposes. In it the story is the main purpose, and historical considerations are incidental and secondary. The same criticism holds true for the newspaper account. The writer may have examined worthwhile reports, but the chances are they were secondary accounts. The main purpose of the writer was to amuse the public and to tell a good story. Historical considerations were likewise incidental.

Directions to students - You have been given an assignment to write a term paper. You have been told that to a large degree it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial, and unprejudiced.

Below are a number of possible subjects. Under each one are listed three references which might give more information about the subject. If the material were available which would you consider as most reliable for giving a true picture of events as they actually happened? Rate them according to your preference within each group of three. Indicate your choice of the best reference within each group of three by writing the figure 1 in the space before it; your choice of the second best by writing the figure 2 before it; and your choice of the third with the figure 3. CONSIDER EACH GROUP OF THREE SEPARATELY.

Teacher may wish to score of each of these parts containing three items as a single unit, with all correct or all wrong. Or they may mark as incorrect within each group the responses which are not exactly as given in the key, or give credit if the response to a single item within the group is correct.

A. The religious beliefs of the ancient Egyptians.

- (3) 1. A moving picture dramatizing the love affair of Anthony and Cleopatra.
- (2) 2. A newspaper account in the "Sunday Magazine Section" of excavations of old Egyptian temple.
- (1) 3. A translation of an inscription on the wall of an old Egyptian tomb.

B. The events surrounding the fall of Bastille prison in Paris on July 14, 1789.

- (2) 4. An account in an English newspaper on July 17, 1789.
- (1) 5. An account written in the diary of a man who saw the affair.
- (3) 6. A modern play dramatizing the bravery and suffering of the French nobility during the Revolution.

C. The condition of the peasants in Russia under the Tsarist rule.

- (2) 7. An official note to the French ambassador by the Russian Prime Minister.
- (3) 8. A poem about the bravery of the Russian peasant soldier.
- (1) 9. A letter from a peasant farmer to his brother in America.

D. The capture of the city of Antioch in Asia Minor by the European "Franks" during the First Crusade.

- (1) 10. A letter written during the Crusade by one of the Frankish leaders who had taken part in the siege and capture of the city.
- (2) 11. A history of the Crusade written ten years later by one of the Franks who had gone on the Crusade.
- (3) 13. A history of the Crusade written by a monk who did not go on the Crusade.

E. Living conditions of the ancient Romans.

- (2) 13. An epic poem written by a Roman which mentions some family customs.
- (1) 14. Excavations of the buried Roman city of Pompeii.
- (3) 15. A novel about the fall of Pompeii.

F. Conditions under which laborers worked in English factories and mines in the early nineteenth century.

- (3) 16. A contemporary newspaper interview of a typical factory owner on factory conditions.

- (2) 17. A contemporary news account by a reporter who had visited a factory and a coal mine.
 - (1) 18. The report of a committee appointed by Parliament to investigate conditions of the working classes.
- G. The exact territory ceded to Napoleon from Austria by the Treaty of Luneville in 1801.
- (3) 19. A letter written by a French soldier who took part in the campaign.
 - (2) 20. Napoleon's memoirs written by himself several years later.
 - (1) 21. The text of the Treaty of Luneville.
- H. President Lincoln's motives in issuing the Emancipation Proclamation of January 1, 1863.
- (3) 22. A poem about Lincoln written by Walt Whitman, a contemporary Northern poet.
 - (2) 23. The news story that appeared in a Confederate newspaper, the Virginia Gazette for January 10, 1863.
 - (1) 24. The account of the Proclamation that Gideon Welles, Lincoln's Secretary of the Navy, wrote in his diary.
- I. The discovery of gold in California.
- (2) 25. A news item in the San Francisco Chronicle in September 1848.
 - (3) 26. The account of the gold rush as told by Zane Grey, Western novelist.
 - (1) 27. An account written by the San Francisco Chronicle in September 1939, on the 91st anniversary of the discovery, including an exact reprint of the original 1848 account.
- J. George Washington as a General.
- (1) 28. The Diaries of George Washington, printed with every letter, every comma, copied exactly.
 - (3) 29. The Sparks edition of the writing of George Washington in which the editor blue-penciled, without indication, offensive words and changed the context of many sentences so that writers of letters to Washington and their families would not be offended.
 - (2) 30. The latest edition of Washington's letters and papers with indicated omission of all phrases and sentences that would be valueless for the writing of history.
- K. The Battle of the Maine, September 1914.
- (3) 31. An account which contrasted the spirit of the heroic boys of the Allies and the ponderous foolhardiness of the enemy.
 - (1) 32. An account compiled from the material taken from the reports of opposing commanders.
 - (2) 33. An account appearing in a journal printed in a neutral country.
- L. Patrick Henry's "Liberty or Death" speech given on the spur of the moment.
- (3) 34. A movie dramatizing the speech.
 - (2) 35. An account written by Patrick Henry 25 years later.
 - (1) 36. An account by an eyewitness while Henry was speaking.

M. Potsdam Conference promises.

- (1) 37. State papers by President Harry S. Truman.
- (3) 38. Contemporary articles in Harper's Magazine by a prominent historian and a political scientist.
- (2) 39. An account by one of the members of President Truman's official party.

N. Atomic bomb destruction of Hiroshima.

- (2) 40. News item in the New York Times published the following day.
- (1) 41. Army Signal Corps photographs.
- (3) 42. Memoirs of the bombing-plane's pilot written on the 10th anniversary after the event.

O. The Dred Scott Decision, 1857

- (2) 43. A historical film about the Dred Scott vs. Sandford Case, 1857.
- (1) 44. A copy of the Supreme Court justices' opinions concerning the Dred Scott vs. Sandford Case, 1857.
- (3) 45. A newspaper report written by a Republican who lived during the Dred Scott vs. Sandford Case, 1857.

P. The Lincoln-Douglas Debates.

- (2) 46. An encyclopedia account of the Lincoln-Douglas debates.
- (3) 47. A movie about the life of Abraham Lincoln.
- (1) 48. A copy of the texts of the debates as found in Documents of American History.

!. The Pullman Strike, 1894.

- (2) 49. A newspaper article written by a reporter who was in Chicago at the time of the strike.
- (1) 50. A TV documentary which shows actual pictures of the strike and its repercussions.
- (3) 51. An account of the strike as told by the nephew of a man who was in Chicago in 1894.

R. The Tweed Ring.

- (2) 52. An account of the "Tweed Ring" written by a New York Times reporter.
- (1) 53. A New York State government report of the "Tweed Ring."
- (3) 54. A letter written by "Boss" Tweed to a friend.

S. What Quebec looked like shortly after its settlement.

- (3) 55. See slides a friend took in Quebec last summer.
- (1) 56. Study some paintings of Quebec by an artist who went there in the 1650's.
- (2) 57. Listen to a historian lecture about early Quebec and what he thinks it probably looked like.

T. Woodrow Wilson's plan for peace as stated in his Fourteen Points.

- (2) 58. A textbook account of Wilson's peace plan.
- (1) 59. A copy of the original Fourteen Points.
- (3) 60. An interview with someone who lived during Wilson's administration.

Follow the same directions in regard to the following excerpts from newspaper accounts. All of them contain some kind of reference to the source for the news item. Some statements have been repeated in another group.

U. The reported disagreement between Marshal Tito of Yugoslavia and the Russians.

- (3) 61. Judging from the attitude taken today by Communist leaders it is believed in Trieste that they have decided to await Marshal Tito's expected statement.
- (1) 62. The genesis of the Soviet-Yugoslav quarrel, according to the report of the United Nations; Commission, is the three-sided dispute between Russia, Yugoslavia, and Bulgaria over Greece.
- (2) 63. Paris, June 30 - government circles were reluctant today to make anything like an official comment of the breach between Premier Stalin and Marshal Tito...

V. Reports on the flying saucers.

- (3) 64. British scientists and airmen, after examining the wreckage of one mysterious flying ship, are convinced that these strange aerial objects are not optical illusions.
- (1) 65. The General in charge of the planning division of the U.S. Air Force stated that all reports of so-called flying saucers are being thoroughly investigated.
- (2) 66. A British cabinet official quoted scientists as saying a flying ship of the type observed could not possibly have been constructed on earth.

W. Reports on attempts to control inflation.

- (1) 67. Chairman Paul W. McCracken of the President's Council of Economic Advisers has maintained the position that an active policy of "talking down" wage and price hikes has proved worthless and unworkable.
- (3) 68. Some delegates to an OECD meeting in Paris told newsmen that a policy of permitting unemployment to run its course will not be accepted today by labor unions or by the public in general.
- (2) 69. The U.S. Chamber of Commerce, on November 27, said the economy now is suffering from a "crisis of cost," with gains in output per worker lagging far behind the rising cost of production.

In the remaining groups are excerpts from news accounts, spoken and printed. They are often used to indicate the source of the news. Some of them are more reliable than others. Rate them according to your preference within each group of three. As before, consider each group separately.

X.

- (2) 70. The President's secretary told reporters today that the President is worried about the outcome of his interview.
- (3) 71. A source close to the President, who declined to be quoted, seemed optimistic about the chances for an early cease-fire.
- (1) 72. Mr. Lair, the Secretary of Defense, in a prepared statement, said that measures were under consideration for further coordination of the armed services.

Y.

- (3) 73. Paris is understood to have prepared new plans.
- (1) 74. Official circles in the French government have been quoted as stating that the President of France will soon have a new plan to propose.
- (2) 75. Official circles have stated that a surprising new development in negotiations occurred yesterday.

Z.

- (1) 76. It is believed by news reporters, on the basis of evidence considered authoritative, that Washington is preparing to change its strategy in the coming talks.
- (2) 77. Newspapers are presenting, without comment, information supposed to come from government circles.
- (3) 78. Reporters are convinced, from what they have heard, that the government may change its demands.

AA.

- (3) 79. It is rumored that...
- (1) 80. The Secretary stated in a news release that...
- (2) 81. A spokesman for the State Department said that...

BB.

- (3) 82. It is reported reliably that...
- (1) 83. An informed source close to the President said today that...
- (2) 84. Officials here were reported to have said that...

EVALUATING SOURCES OF INFORMATION

Activity 1

You can usually be fairly sure that information is accurate if it comes from a reliable source.

When you are presented with two or more statements that contradict one another, it is safest to believe the statement that comes from the most reliable source. It is the one most likely to be true.

How can you tell whether a source is reliable? One way is to ask yourself the questions listed below.

- Is the statement based on demonstrated facts, or on someone's personal opinion?
- Is the statement based on careful thought or on strong feelings?
- Does the statement generally agree with information from other sources? Or does it disagree with most statements about the same subject from other sources?
- Did the information in the statement come from a primary source or from a secondary source?
- Does the person making the statement have something to gain by saying something that may not be true? Is the statement designed to influence you to do something--for example, vote for someone or buy a product?
- Was the information in the statement collected recently, or is it likely to be out of date?
- Is the statement complete? Or has important information been left out of the statement?
- Does the source of the information have a good track record? Has it been reliable in the past? Does it have a reputation for honesty and accuracy?

Activity 2

Suppose you are getting dressed to go to school and you want to know how cold it is outside. You have five sources of information:

- A. The weather forecast in yesterday's newspaper, which says that the temperature is not expected to get any warmer than 10 degrees above zero today.
 - B. Your father, who has just come in from trying to get his car started. He says, "Brrr! It must be 10 below zero out there."
 - C. Your brother, who is trying to get you to promise to deliver his paper route after school. He says, "The sun's coming out. It looks as though it's going to warm up a lot today."
 - D. The thermometer mounted outside the kitchen window, which reads 15 degrees above zero.
 - E. Your mother, who reports that the milkman told her it was 5 below zero.
1. Which source of information may not be reliable because the person making the statement wants to influence you to do something? _____
 2. Which source may not be reliable because it is not up to date? _____
 3. Which source may not be reliable because it is not original--because the information is secondhand? _____
 4. Which source may not be reliable because the information in the statement is based on personal opinion rather than on demonstrated fact? _____
 5. Which source of information is likely to be the most reliable? _____

Activity 3

If you want the best possible information, you should go to the most reliable source you can find.

Review the list of questions to ask yourself about reliability in Activity

1. Then choose the best answers to questions 1-5 below.

1. If you want to know how many yards Tom gained rushing in last night's football game, the best source of information is _____.
 - A. The sports page of the newspaper.
 - B. Tom's girlfriend.
 - C. The captain of the opposing team.
2. Suppose your class is planning a trip to Washington, D. C., and you want to know whether you can tour the White House on a certain day. What would be the best way of finding out this information? _____.
 - A. Ask a teacher who used to live in Washington several years ago.
 - B. Ask the principal what he or she thinks.
 - C. Write or telephone the White House.
3. If you are thinking about buying a certain book as a present for your sister but you're not sure she would like it, what is the best way to find out? _____.
 - A. Read a review of the book written by a literary critic.
 - B. Look for an advertisement for the book and see what it says.
 - C. Borrow a copy of the book from a friend or from the library and read some of it yourself.
4. If you want to know whether the food in a certain restaurant is good, the best person to ask would be _____.
 - A. Someone who ate there a couple of years ago.
 - B. Someone who ate there last week.
 - C. The owner of the restaurant.
5. Suppose you are registering at a new school and you want to know how to find the guidance counselor's office. You stop several students in the hall and ask for directions. Which of the sources below is probably not reliable? _____.
 - A. Sally, who tells you to walk up the stairs and look for the second door on the left.
 - B. Doug, who says the guidance counselor's office is upstairs in Room 203.
 - C. Rick, who tells you to keep going down the hall past the library, turn right, and take the first door on the right.
 - D. Carla, who tells you to go up the stairs and look for Room 203.

Activity 4

Suppose you have saved up enough money to buy a new three-speed bike. You want to make sure you get a good one.

First you look at the ads in a cycling magazine. The three ads that appeal to you most are for models made by Raleigh, Schwinn, and Huffy.

The Schwinn ad says: "More Style - More Quality - Your Best Buy in Bikes. If it's quality and performance you want in your next bike...make Schwinn your choice.

The Raleigh ad says: "Every Raleigh bicycle comes from a famous family of pure competition-bred champions."

The Huffy ad says: "Huffy bikes ride like the wind on a price that's a breeze. It's packed with features, built to last, sharply styled."

Next you ask your friend who owns a Schwinn what he thinks. He thinks that Schwinn are the best. He says that Raleighs are no good because they are made in England, and his father says that things made in England are no good. He thinks Huffys stink; he says they're cheap.

Then you ask your neighbor, who works in a Schwinn bike shop. He tells you that Schwinn and Raleighs are about equal in quality. He says they are both well made and will not need much repair. He doesn't think much of Huffys.

Finally you look in a magazine called Consumer Reports. This magazine rates all kinds of products, including bicycles. The people who work for the magazine buy different brands of a product and test them all to see which one works best. Then they write about the good and bad points of all the brands. The magazine does not try to sell products, and it does not have ads for any products.

After Consumer Reports tested three-speed bikes, it published a list ranking them in order of quality. The bike at the top of the list ranked best overall; the bike at the bottom of the list ranked the worst. The list looks like this:

Raleigh Superbe

Raleigh Sports

Royal Scot

Schwinn Speedster

Sears

Huffy Sportsman

Ward's Hawthorne

Western Flyer

Columbia Sports Tourist

Rollfast Ultralight

Iverson Grand Touring

135

You now have four sources of information about bikes: (A) the ads in the cycling magazine, (B) your friend, (C) your neighbor, and (D) Consumer Reports magazine.

1. Which source would you trust the most? _____
2. Which source would you trust the next-most? _____
3. Which is the third-most-reliable source? _____
4. Which source would you trust the least? _____

Activity 5

Imagine that your neighbors have asked you to go with them to Canada. They are going to visit someone in Thunder Bay, Ontario, which they describe as "a big city near Minnesota." Their children would like you to go so they will have someone their age to do things with. Before you decide to go, you figure it would be a good idea to find out something about the place.

One of your teachers has been to Canada, so you ask him about it. He tells you that it is the most lonely, quiet place he has ever been. In fact, he didn't see another person for three days. He also says that there were so many bugs that he almost got bitten to death, and that it rained all the time. Then you find out that the only time he was in Ontario was when he took a canoe trip.

After talking with your teacher, you get a travel booklet written by the Ontario Department of Tourism. In this book you find that Ontario is "a fresh, clean, sparkling place of unlimited space and warmth of welcome."

In the Encyclopedia Americana you find some information about Thunder Bay. It says, "Tourists are attracted to the area in increasing numbers. Facilities for hunting and fishing, winter sports, and boating supply year-round diversion." You also find that Thunder Bay is a "port city in northwestern Ontario, Canada."

You now that three sources of information about Thunder Bay, Ontario: (A) your teacher, (B) the tourist booklet, and (C) the Encyclopedia Americana. Each one gives you a different idea about what Ontario is like.

1. Which source do you think is the most reliable? _____
2. Which sources do you think are not quite so reliable? _____

HINTS FOR TEACHING INQUIRY*

1. Use a variety of inquiry experiences from different sources or projects; do not use just one mode of inquiry or type of inquiry format.
2. Make sure that as many students as possible become interested in the inquiry; don't pursue a problem if most students are not interested.
3. Don't foster dependency in students by giving too much help; try to develop the capacity for students to learn by and for themselves.
4. Accentuate, at least occasionally, the value component in inquiry; have students think about the desirability and feasibility of taking individual or group action.
5. Be positive about students' ideas; do not deny students the opportunity to see that a given hypothesis may have to be rejected.
6. Avoid highly artificial or trivial problems; try for real life problems. Try to give students as much responsibility for their inquiry as possible.
7. Tackle a whole problem instead of just a piece or segment of a problem. Recognize, however, that it may be necessary to subdivide such problems, and sub-problems may appeal to different individuals.
8. Realize that many students have not been rewarded in the past for asking questions or for proposing ideas. Do not expect creative inquirers to develop in just three weeks. It takes a long time for many students to learn inquiry skills.

*Taken from Teaching Social Studies Skills by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 172.

CONCEPTS

INTRODUCTION

One basic set of tools students need are concepts that will give them a chance to organize and process the increasing mountains of information which confront them. This includes the bombardment of data and stimuli from all sources - not just the classroom. For a long time educators have been convinced that learning can best be organized around various centralizing themes or concepts.

To achieve this end, lists of concepts were gleaned from each of the social sciences. And the lists have grown; the teacher's edition of practically every text at every grade level is loaded with concepts. Many of these organizing labels are appropriate for exploring limited subject matter and gaining some small insight. For instance, once a student has grasped the concept of *irrigation*, it is easily applied - at least to certain phenomena. The concept may not need to be taught in later grades.

But notice this: a few of the words in those growing lists are of a different order. *Interdependence* and *conflict*, for example, are included in most collections of concepts. Those two words suggest something larger, more vital than *sea transportation*, *buying and selling*, or *political parties*. They are larger organizing themes; they represent forces that pervade our lives. The understanding of conflict and interdependence is important to understanding ourselves and the world around us.

To separate these larger themes from the extensive listings, we can call them *universal concepts*. They cut across disciplinary lines - each of the social sciences can shed some light on them. In fact, they go beyond the social sciences - other areas of exploration, such as literature, art, science - can offer valuable perspectives. These universal concepts also cut across longitudinal lines; that is, they should be dealt with at each grade level as a vital part of the learning process.

This idea of universal concepts can provide us with the kind of organizing themes we need. These over-arching concepts should be thought of as ways of looking at the world, lenses for seeing things from a certain perspective. They become analytical tools for pulling together seemingly diverse phenomena; students can apply them to their own lives and surroundings as well as to a variety of course materials.

Clearly if universal concepts are to have any value, there needs to be a sequence of development. As the child matures, he or she should be learning to apply a number of these lenses in an increasingly sophisticated manner. And even in the very early grades, the child should be able to explore how these concepts operate on the global level as well as in his or her personal life and surroundings. This does not mean that every class period should be devoted to concentration on one universal concept or another. Rather, the idea is that working with subject matter in a certain way at various times during the year will lead students to incorporate these perspectives into their thinking.

FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Conflict	*	-----										/	
Interdependence	*	-----										/	
Communication	*	-----										/	
Multiple Causations									*	-----		/	
Environment									*	-----		/	
Political Revolution									*	-----		/	

TABLE OF CONTENTS

CONFLICT	C- 4 - C-34
INTERDEPENDENCE	C-35 - C-47
COMMUNICATION	C-48 - C-63
MULTIPLE CAUSATION	C-64 - C-68
ENVIRONMENT	C-69 - C-73
POLITICAL REVOLUTION	C-74 - C-79
RESPONSE FORM	C-80 - C-82

INTRODUCTION

CONFLICT IN THE K-12 CURRICULUM

Conflict is a major force in nature and in people's lives. It has been part of the development of all past human societies. Indeed, we cannot conceive of any form of society, past or future, in which there will not be conflict. As we begin to know more about what it is and how it works, we improve our chances of coping with it more effectively. At the same time we come to understand ourselves better and see the world around us more clearly.

Of course, young people do learn about conflict - they encounter it dozens of times every day. But the knowledge gained is far from systematic; it is as likely to be misinformation as it is to be valid enough to serve as guidelines for decisions. In our schools, we tend to gloss over the subject, treating it as something unpleasant that should be handled as delicately as possible. A Stanford University group studied the way in which conflict was presented in social studies texts at the third and ninth grade levels. Their report stated that: "Not only are few problems presented; those that do exist are depicted as not severe. The majority of the examples of conflict in the books we analyzed, regardless of what issue was involved, tended to be presented either as neutral (24%) or as being carried out in a spirit of cooperation (71%)."

Children are also exposed to conflict on television, and here they encounter the idea that conflict is usually violent and resolved by violence. Adult programming is often criticized for its penchant for violence; children's programs are statistically six times as violent. The average child witnesses an estimated 18,000 TV deaths a year! (Statistics from a special news report, KPIX-TV, San Francisco, May 10-12, 1975.)

Clearly we must correct these distortions, and begin to deal with conflict in a more realistic way. Conflict is limited neither to friendly disagreements nor to murder and mayhem. One major objective should be to help students gain a healthy attitude toward conflict. This involves recognizing that conflict is a basic part of everyone's life. Rather than being an inescapable evil, it often serves positive functions. For example, conflicts over ideas of government contributed not only to American independence (through violence) but to the creation of a superb constitution (without violence). Without the need to work out conflicts, these things would not have happened. The Constitution itself is a master plan for expressing, regulating, and resolving conflicts.

By working through conflicts in a wide variety of settings, students will come to understand that:

- avoiding conflict is not necessarily a good way to deal with it;
- the belief that if everyone obeys the rules there will be no conflict is an oversimplification;
- there are many ways to express and resolve conflict; the socially accepted ways of resolving conflict are usually more successful than unaccepted ways;
- conflict is often *not* a win-lose situation; both sides can gain (or lose) some things.

To achieve such objectives, you will sometimes have to counter-balance text generalizations - particularly those generalizations based on the assumption that conflict is unpleasant and to be avoided. Some examples:

- if everyone obeys the rules, conflicts will go away;
- conflict is a sort of necessary evil; cooperation, the opposite of conflict, makes everyone feel better.

Texts do deal with the expression of anger, but it is also important to see other kinds of conflict - the opposition of ideas, the working out of differences, and finding solutions to problems.

A more open and sensible approach to the subject can serve a number of important goals. Understanding conflict:

- develops a more realistic self-awareness;
- contributes to knowledge of one's role as a group member and as a member of society;
- becomes a link for seeing relationships among a number of subject areas, especially literature, social studies, science and art;
- can be used as a lens for seeing more clearly the world around us - the natural environment, the local community, the global setting.

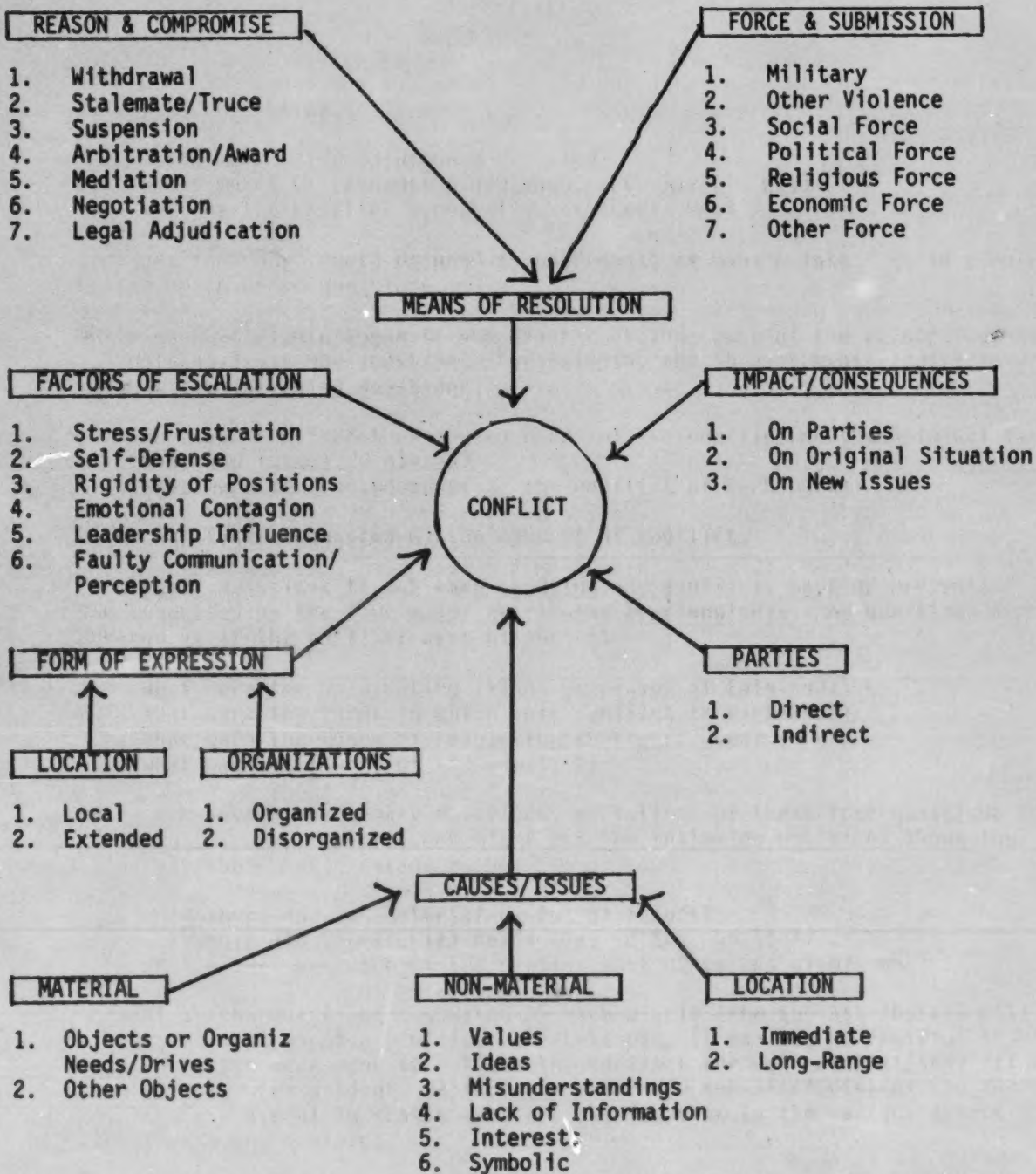
MAJOR OBJECTIVES IN TEACHING ABOUT CONFLICT, K-12

1. To develop students' understanding and acceptance of conflict as a natural and normal force in our lives.
2. To recognize that irrational conflict or violent conflict tends to be more destructive than conflict dealt with in socially accepted and non-violent ways.
3. To be able to see similarities in the dynamics of conflict at all social levels - personal, group, community, nation, world community.
4. To explore a wide variety of ways to express conflicts and to resolve them.
5. To accept the idea that conflict can be either harmful or beneficial (dysfunctional or functional).
6. To develop some of the tools needed to cope more successfully with a world characterized by constant and increasing conflict.

SOME KEY POINTS TO REMEMBER

1. You do not have to deal with conflict - or any other universal concept - every single class period.

2. You should mention the label as infrequently as possible - hearing the words too often can have a negative effect.
3. Use the guide to find topics which lend themselves most readily to teaching a particular concept. This will help you avoid bending the subject matter to fit a concept. It will also reduce preparation time and the need for outside materials.
4. Draw on the other areas of experience as much as possible - life experiences, well-known news events, television programming, things that are going on in the students' other subjects, especially language arts and sciences.
5. While an important goal of these guides is to develop a better sense of the total world environment, you will find that much of the learning focuses on the concept without trying to stretch it to global implications. This approach is important: if concept is to work, the students must gain experience in as many different settings as possible - including their personal lives and their immediate surroundings as well as national and worldwide concerns.



PART II

CONFLICT DESCRIPTION - NARRATIVE

The concept of conflict diagrammed on the previous page has four major attributes (rectangles):

1. originating issues (or courses)
2. methods of expression
3. means of resolution
4. impact (or consequences) of the conflict

All instances of conflict may be classified into one of three types: within an individual, between two or more individuals or between two or more groups. Any conflict, regardless of type, possesses the four attributes listed above; therefore, the attributes serve as useful guides in studying instances of conflict, past or present.

ORIGINATING ISSUES OR CAUSES

All conflicts grow out of needs (food, clothing, etc.) and wants (security, self-expression). The resources available to meet these needs and wants are limited. Limited resources and unlimited needs and wants produce the originating issues or causes of conflict. The major attribute "originating issues" consists of four sub attributes:

1. material issues
2. non-material issues
3. parties
4. locus

Originating issues are either "material" (territory, food) or "non-material" (values, ideas)

Originating issues may also be considered in regard to the "parties" involved in the issues. There may only be one person involved in a conflict (e.g. an internal conflict over which decision to make). A conflict may exist between two or more individuals or it could involve several distinct groups (e.g. WWI).

Finally, issues may be considered in relation to their "locus". The locus of some issues may be immediate while other issues may be long-range or historical in a chronological sense. The assassination of the Archduke Ferdinand at Sarajero is often seen as the immediate cause of WWI while other issues such as mounting militarism are considered long-range in nature. Similarly, some issues may be surface in nature while other issues are more fundamental.

METHOD OF EXPRESSION

The second major attribute of the concept "conflict" has two sub-attributes that serve as a guide in examining how a conflict is expressed. The expression may be "organized" and methodical or it may be disorganized and chaotic. The "locus" of the expression may be geographically local or it may be extended over a wide-range area.

MEANS OF RESOLUTION

The third major attribute has three sub-attributes that provide a guide for studying the resolution of a conflict. Any means of resolution will involve one or more "agents" or agencies through which the resolution proceeds. Attempts at resolution fall into two categories - "reason and compromise", and "force and submission." In either category there are several approaches that may be used. The key characteristic distinguishing the two categories is the element of force. In the category "reason and compromise" a resolution may be achieved by applying some "rules of the game" that have previously been agreed upon.

IMPACT

The impact or consequences of a conflict has three sub-attributes of a conflict that can be examined. All conflicts have an impact on the parties involved and the original issues. Conflicts often, if not always, lead to new problems or issues.

PART III

Here are some questions suggested by the sub-attributes of the major attribute "means of resolution."

1. Which means of resolution were tried?
2. Which means of resolution did each party favor? Why?
3. How was the conflict eventually resolved? Why?

The question "why" could be used to good avail at many points. It is a natural follow-up on other questions.

While each attribute suggests one major question, each of the related sub-attributes suggests at least one question. For example, the three sub-attributes for "impact" suggest the following questions:

1. What was the impact or consequences of the conflict on the original issues?
2. What new issues developed?
3. What were the consequences of the conflict of each parts?

Major questions suggested by the concept of conflict.

Four basic questions to ask when studying any conflict, past or present, are suggested by the four major attributes (rectangles). The questions are phrased as if the conflict were historical.

1. What were the originating issues or causes of this conflict?
2. What were the forms in which this conflict is expressed?
3. What were the means of resolution that were used?
4. What was the impact of the conflict?

There are several secondary questions, variations of these four questions that can be used. For example, one might ask the following questions about the major attribute "originating issues."

1. Were there any non-material causes or issues?
2. What role did territorial needs play in the conflict?
3. What issues was each of the parties most concerned with? Why?

Not all of the questions suggested by each circle (the sub-attributes) will be useful for a particular conflict. For example, it may not be fruitful to ask "what attempts were made to resolve the conflict through negotiations?" if no such efforts were evident. All of the major and sub-attributes of the concept, however, are useful in that they alert the inquirer to the various aspect to look for in any conflict.

General Objectives

Grades 7 & 8

Students should:

1. Understand ways in which social problems contribute to conflict.
2. Know that these conflicts arise over basic needs and over choosing among alternative solutions to the problem.
3. Be able to see how local problems and solutions are related to global concerns.
4. Be able to examine a variety of ways of expressing conflict, such as writing, demonstrations, persuasion, using symbols.
5. Be able to use conflict as an organizing theme for understanding complex events.
6. Know that basic conflicts of interest can last for long periods of time.

TOPICS IN U.S. HISTORY

Students will:

- apply a conflict framework to major events in U.S. history.
- compare historical episodes with contemporary conflicts and with their own experiences.
- describe different approaches that were tried for resolving conflict between North and South and between management and labor.
- evaluate the uses of violence in historic events.
- recognize that underlying conflicts can continue even when a specific issue is resolved.
- know that conflict also arises over the means of achieving agreed-upon goals.
- give examples of why some problems have become worldwide rather than local or national.
- recognize that the dynamics of conflict on the global level are much like those on the national or local level.

1. ANALYZING THE CIVIL WAR.

Conflict becomes a good organizing theme for studying the Civil War period. By analyzing events in terms of the concept, students will be better able to keep track of what's happening and to see how episodes are interrelated. At the same time, they will be able to compare specific situations with experiences more familiar to them - including their own lives.

- a. When you come to the pre-Civil War period, provide the class with the following framework of questions as the basis for some of your class discussions and activities. By seeking answers to the questions as they proceed (working either individually or in pairs), the pattern of events will become more clear. The framework:

- (1) How did cultural and economic change contribute to the conflict: Consider:
 - (a) the growing importance of cotton
 - (b) the rise of industry
 - (c) the growth of cities
 - (d) expansion westward.
- (2) How were books and newspapers involved? For example, did Uncle Tom's Cabin ease the situation or did it sharpen the lines between the two sides? Can you think of a present-day conflict where the press plays an important role?

- (3) How did important leaders influence people's opinions? Consider:
Henry Clay Abraham Lincoln
Daniel Webster Stephen Douglas

Can you find a modern controversy where leaders were important in changing people's minds? For example, could you compare anyone in the pre-Civil War period with people like Martin Luther King or Ralph Nader or George Wallace?

- (4) What non-violent methods were tried to resolve the conflict?
debates elections
forming new political parties
votes in Congress compromise
- Find specific examples of each of these and write a sentence about how successful the effort was.
 - Describe a conflict you've been involved in or read about what was settled by voting, compromise or someone's mind being changed (debate).
- (5) Prior to the War itself, what violent methods were tried? Describe such examples as:
mob action - like lynching Bloody Kansas
slave rebellion John Brown's raid
- What reasons do you think were behind the violence?
 - To what extent were these acts successful?
 - How might violence have been avoided.

- (6) Describe some inner conflicts faced by individuals and how they were resolved. For example:

- a. What inner conflicts did people like Robert E. Lee face?
What do you think you would have done?
- b. What inner conflicts did Lincoln face?
 - over the conduct of the war
 - over freeing the slaves
- c. Write about an inner conflict faced by a character in a movie or television drama.

- (7) Why did elements of conflict continue after the Civil War? Consider:

the frustration of losing
hostility between white and blacks
the role of carpetbaggers
the economic dominance of the North

- b. Stories, novels, eyewitness accounts, and films will help make particular aspects of the conflict more meaningful. The Red Badge of Courage, of course, is a favorite for middle grade levels. It's also particularly good for detailing inner conflict.

2. LABOR AND MANAGEMENT

Like the Civil War, the long-running struggle between workers and business owners can be better understood by applying a framework of questions that

make the patterns of conflict stand out. In fact, you can try two different frameworks - one for particular events, like the Haymarket riot; the other, to see the underlying conflict that continues even though specific clashes are settled. The idea of underlying conflict is important for developing a realistic view of the world. Resolving an issue - like freeing slaves or signing an arms limitation agreement - does not close off the struggle between opposing forces; instead, it concludes one chapter of an on-going story.

- a. The idea of on-going conflict. Have the class consider this situation:
 - (1) Suppose there is a bitter rivalry between two schools. It becomes more intense as an important basketball game approaches. School A wins. Does that settle the matter for good? Maybe. But perhaps hostility will remain - some underlying conflict. How could this beneath-the-surface conflict be resolved? Or will it keep on going?
 - (2) You might want to turn this into a hypothesis for examining a historical event: An underlying conflict may keep going even though one issue is resolved.
- b. Here is a framework of questions the class can use for their text reading that will enable them to see the continuing nature of the labor-management struggle.
- c. A slightly different framework can be used to analyze a specific event - like a strike. The questions might be:
 - (1) What is the issue?
 - (2) What solutions are tried? How does the other side react?
 - (3) Why does the problem grow worse?

LABOR CONFLICTS

- | | <u>Workers</u> | <u>Owners</u> |
|--|----------------|---------------|
| (1) How have cultural changes (new ways of producing, etc.) altered the position of workers and owner? | | |
| (2) What does each side want? | | |
| (3) What are some things tried by workers? How do the owners react? | | |
| (4) Why does the conflict sometimes become more intense or move toward violence? | | |
| (5) What would happen if workers withdrew from the conflict by disbanding unions? | | |
| (6) After a strike is settled, does each side still have things that they want? | | |
| (7) Is there any change in the positions described in the answers to question 1? | | |
| (8) Does government (local, state or national) make a difference? | | |

- (4) Are outsiders involved? (scabs, army, labor organizers)
- (5) If violence was used, do you think it could have been avoided?
- (6) What did violence achieve? Or did it make the underlying conflict worse?
- (7) How is this issue resolved?
- (8) Does this resolution change the underlying conflict?

3. COMPARING CONFLICTS.

- a. Other struggles of an on-going nature can be compared to the labor-management controversy:
 - the struggle of women for equal rights
 - the struggle of minority groups - especially blacks - for equal rights.
 - (1) The comparison, however brief, will emphasize the idea that whenever the basic interests of two groups are incompatible, the struggle is likely to take the form of a series of separate conflicts.
 - (2) Some on-going conflicts are somewhat different because the opposing forces are not so clearly identified. The continuing debate over environmental protection might be an example.
- b. It would also be useful to compare conflicts that emerge over ways of achieving goals. For example:
 - (1) What disagreements existed within labor over what should be done? (different kinds of unions, different attitudes toward socialism and communism).
 - (2) How have black Americans disagreed over how to achieve their goals?
 - (3) Most members of a legislative body - like a state assembly or the U.S. Congress - are likely to be in favor of protecting the environment. Why are there conflicts over how to achieve this? (Different interests are represented; opposing pressures - like keeping taxes low - operate on the legislators; there are opposing viewpoints on the best solutions.)

4. THE U.S. IN A GLOBAL SOCIETY.

The concentration in U.S. history courses on uniquely American events can contribute to cultural bias - the idea that one's own country is the central actor on the stage. We are just beginning to find ways to place American studies in a larger setting. One approach that will help is to have your class consider how the nature of our major social problems has changed and is changing. People must now deal with the important matters in a global context. Here are some suggestions for developing this idea:

- a. Interdependence - Use the text or your own lessons to analyze some of the forces that have transformed the planet into a "global village" - especially technological changes. (For lesson and unit suggestions see Guide Number One in this series.)
- (1) The Spaceship Earth image is good for showing the global nature of earth's systems, and how changes in one part will affect other parts of a system.
 - (2) Map studies - airlines, shipping, communications, etc. - will also bring home the idea of how all corners of the globe have become interrelated.
 - (3) A focus on particular aspects of global affairs is also useful - for example, multinational corporations or world hunger.
- b. The changing nature of conflict.
- (1) Haves and have-nots.
 - (a) What kinds of conflicts existed between haves and have-nots in this nation's past? The plight of immigrants or factory and mine workers would be relevant. How were these conflicts expressed? What efforts were made at resolution?
 - (b) What kind of conflict exists today between haves and have-nots in the world? How is the "revolution of rising expectations" involved? What conflicts exist within this country over dealing with world-wide problems of poverty and hunger? What efforts are being made? What more needs to be done?
 - (2) The oceans. If a special unit is not used, students could use the following questions to guide a research project:
 - (a) What are the major areas of conflict involving the use and protection of the world's oceans?
 - (b) How does the U.S. position differ from that of other countries?
 - (c) What conflicts exist within the U.S. over courses of action regarding:
 - fishing rights
 - mining the sea bed
 - controlling pollution.
 - (d) Why can't the U.S. solve the problems without other nations - why is this a matter involving all the world's people?

LESSON 1

THE EMANCIPATION PROCLAMATION

Why did President Lincoln hesitate so long in issuing the Emancipation Proclamation? What did his hesitation have to do with the course of the war? What did he mean by saying that preserving the Union was more important? The answers to the questions are important for understanding Lincoln's decisions and the debates surrounding them. By analyzing the conflicts he faced, the students will gain a better sense of how and why the decisions were made.

The simplest way to present this lesson is to xerox the material, distribute it for class reading, and then deal with the discussion questions. You can also add more to the study by using this as an introduction to a research and role-playing activity. Have individual students find out more about the controversy. Assign roles and simulate the kinds of exchanges that took place. Switch roles and re-play the episode so a number of people have a change to play the role of Lincoln. Ask these individuals to try to describe their feelings in Lincoln's position. Did they experience a sense of pressure? How would they describe this? Was there frustration in trying to explain their position to others? Was there any sense that perhaps they should back down? You might also ask volunteers to describe any situation they've encountered that might be similar.

When firing on Fort Sumter opened the War Between the States, President Lincoln felt that his first duty was to restore the unity of the nation. His purpose in ordering troops against the Southern rebels was to "Preserve the Union."

But what about the issue of slavery which had had so much to do with the outbreak of the war? Lincoln hated the idea of slavery as much as any man. Years earlier, as a young Congressman, he had said: "Slavery and oppression must cease, or American liberty must perish." In 1861, however, he felt that freeing the slaves would only make things worse - the border states would be likely to join the Confederate side and many Union soldiers would be unwilling to fight for emancipation. He also doubted whether the President or Congress had the power to make such a decision.

As the war progressed, more and more people began to put pressure on the President to issue an Emancipation Proclamation. After the Union Army was badly defeated at Bull Run, Senator Charles Sumner and others urged the President to declare the slaves freed. This, they said, would give the Union soldiers the feeling they were fighting for an ideal - the ideal of freedom for all people.

"I would do it," Lincoln calmly replied, "if I were not afraid that half the officers would throw down their arms and three more states would rise."

The President also felt that the proclamation would do no good if it couldn't be enforced. "If a decree of emancipation could abolish slavery," he told a group who had come to urge him to act, "John Brown would have done the work. Such a decree could surely not be more binding than the Constitution, and that cannot be enforced in that part of the country now."

Lincoln listened patiently to the growing number of critics, but refused to issue a proclamation until he felt it would help the Union cause. In the summer of

1862, a famous newspaper editor named Horace Greeley wrote an article entitled "The Prayer of Twenty Millions." He criticized the President and said that the "existence of the country" and "the well-being of mankind" demanded the Proclamation. Lincoln wrote a reply which Greeley printed in his newspaper.

"My paramount objective (the President wrote) in this struggle is to save the Union, and it is not either to save or destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forebear, I forebear because I do not believe it would help save the Union...

I have here stated by purpose according to my view of official duty; and I intend no modification of my oft-expressed wish that all men everywhere could be free."

Lincoln was also worried about what would happen to black people once they were freed. Frederick Douglass, a black who had escaped from slavery, visited the President and urged him not to worry about that.

"But who will take care of them?" Lincoln asked.

"Let them take care of themselves, as others do," Douglass answered.

Lincoln then wanted to know if the freed slaves should be allowed to remain in the United States. Of course, Douglass replied, "They won't take up more room than they do now."

But Lincoln was still concerned over whether or not blacks and whites could live together in harmony. He told a group of black visitors in 1862: "You and we are different races. Whether it is right or wrong I need not discuss, but this physical difference is a great disadvantage to us both, as I think your race suffers very greatly, many of them by living among us, while others suffer from your presence. In a word we suffer on each side. If this be admitted, it affords a reason at least why we should be separated."

(The quotations are from: Roy Basler, ed., The Collected Works of Abraham Lincoln, 1953, Vol. IV; and John Hope Franklin, The Emancipation Proclamation, 1963.)

FOR DISCUSSION

1. What conflicts did Lincoln face over whether or not to issue the Emancipation Proclamation? Do you find evidence that he had conflicts in his own mind over what he wanted to do? Did you ever face a conflict between what you had to do and what you wanted to do?
2. Both the President and his critics wanted to preserve the Union. Why, then, was there conflict between them?
3. What did Lincoln think might happen if he tried to resolve the conflict between the states by freeing the slaves?
4. Do you think he was correct in guessing that blacks and whites would have trouble living side-by-side? For what reasons?

LESSON 2

THE FUTILITY OF STRIKES

Of course the owners of factories, mines and railroads were often reminded of the workers' complaints. Conflicts between owners and workers became common. But the owners had all the weapons on their side, while the workers struggled to find some way to fight back.

In the following biographical story, look for the answers to these questions:

- What methods could owners use to keep workers "in their proper places?"
- How were workers trying to combat the power of the owners?
- What steps did Gompers use to try to improve the conditions of labor?
- Why does this story illustrate expression of conflict, conflict resolution, and change?

SAMUEL GOMPERS

Samuel Gompers was born in a London slum in 1850, the son of Jewish-Dutch parents. By the time he was ten, he had joined his parents as a full-time worker. In 1863, the family migrated to America, arriving in New York in the midst of the draft riots that tormented the city during the Civil War years. The Gompers found a home in a crowded tenement near the Bowery. Their trade was cigar making, a craft that required considerable skill. While his parents worked at home, Sam hired himself out to one of the sweatshops.

The sweatshops were usually located in lofts or tenement apartments along New York's lower East Side. They were often poorly lighted and any sort of ventilation was largely a matter of chance. Usually the air was filled with the acrid dust of tobacco leaves. The benches and tables, not built for comfort, forced the workers to shift position constantly in order to avoid carmps. The hourly wage was very low since workers were paid according to how many finished cigars they turned out.

Despite conditions, young Sam enjoyed his work. A half-century later, he wrote of his experiences: "I loved the touch of soft velvety tobacco, and gloried in the deft sureness with which I could make cigars grow in my fingers, never wasting a scrap of material. I felt a prince in my own realm, with never a care for the future."

Although the work required skill, a sure craftsman learned to work almost automatically. This, said Gompers, "left us free to think, talk, listen or sing." He wrote about the close comradeship that developed.

"I loved the freedom of that work, for I had learned the mind-freedom that accompanied skill as a craftsman. I was eager to learn from discussion and reading or to pour out my feelings in song. Often we choose someone to read to us who was a particularly good reader, and in payment the rest of us gave him sufficient of our cigars so he was not the loser. The reading was always followed by discussion, so we learned to know each other pretty thoroughly. We learned who could take a joke in good spirit, who could marshal his thoughts in an orderly way, who could distinguish clever sophistry from sound reasoning. The fellowship that grew between congenial shopmates was something that lasted a lifetime..."

This haphazard education helped develop two important ideas that were to guide Gompers' career. First, something had to be done to improve workers' conditions. Higher pay, shorter hours, and a decent environment were essential. The second idea was the craft workers were different from unskilled workers, and the crafts different from each other. The strength of a craft grew out of the comradeship Gompers felt so strongly. This special strength could be used to help labor's cause. Craftsmen were also more difficult for the owners to replace. He decided, therefore, not to seek a union of all workers, whether skilled or unskilled. Instead, he wanted a separate union for each craft. The craft unions could then cooperate in some sort of federation without losing their special identity.

But the road to creating unions and making them workable was a long and troubled process. The first attempts were disasters. There was no organized effort to present demands or negotiate a settlement. In other words, there was nothing like collective bargaining.

Lacking tight organization, the workers often went on strike out of sheer desperation. "The employer fixed wages until he shoved them down to a point where human endurance revolted," Gompers recalled. "Often the revolt started by an individual whose personal grievance was sore, who rose and declared: 'I'm going on strike. All who remain at work are scabs.' Usually the workers went out with him.

The workers realized the need for better organization than that. It was too easy for the owner to simply fire them and hire others. They needed a way to keep non-union workers out and they needed funds to carry them over a period of a sustained strike.

Money was set aside for strike purposes. Once the strike began, picket lines were formed and non-union workers were asked not to cross. In 1877, the Cigarmakers' International Union of America tried a city-wide strike. "Provision kitchens" were set up and the union distributed food to hundreds of striking workers. Medical assistance and even money to pay rents were provided.

But the union's meagre resources couldn't compete with the power of the owners. "More than anything else," Gompers wrote, "the strikers were anxious to keep roofs over their heads." On October 24th, the employers brought into action a terrible weapon. (They) evicted workers from ten tenements.

The strikers held on for a few more weeks. They had kept some money coming in by allowing a few workers through the picket lines. These workers then turned over most of their income to the union. In December, the owners knocked out this feeble prop by locking their doors against all workers.

The strike was broken and the workers went back to their benches. Like other leaders, Gompers was refused his old job and so went to work at another sweatshop. There he encountered still another weapon of the owners - the black-list. Here is how he described the experience:

"I had sat at my bench and had made about 20 cigars when Mr. Stachelberg came over to me, examined the cigars I had made, said that they were very good, and greeted me cordially. But 5 minutes afterwards the foreman told me that Mr. Stachelberg wanted to see me in his office. On my arrival there...he said that he regretted very much what he was about to say to me, but that he could not help it; that he liked me personally

and liked my work but that the Manufacturers' Association had decided that the leaders of the strike should not be employed by any member of the Association. He did not want to discharge me, but I would confer a great favor if I would leave..."

Gompers continued his organizing activities. In 1886, the American Federation of Labor was started, employing his ideas about the craft unions. Each craft formed its own local, state and national branches. Thus there was a separate union for cigarmakers, one for hat makers, one for steamfitters, and so on. All the nationwide groups then formed the Federation, with Gompers as the first president. He held the post until his death in 1924, by which time membership in the AFL had climbed to over 4,000,000.

With unions and federations like the AFL the workers had now created a weapon of their own. But there were still giant obstacles in the way. The right to strike, for example, had no general acceptance.

An example of opposition to labor was provided by Gompers; attempt to bring the forces of government to bear on the problems of working conditions. He developed a friendship with a young member of the New York legislature, named Theodore Roosevelt, who had toured the tenement factories of New York. Roosevelt agreed with Gompers that the crowded, unsanitary conditions were inhuman and must be changed. If they could push a bill through the state legislature outlawing the cigar-making sweatshops, it could be used as a wedge for more legislation to close down other sweatshops and tenement factories.

Roosevelt went to work guiding the bill through the legislature. Governor Grover Cleveland supported the measure and signed the law when it was passed. It looked like a great triumph for the cause of labor.

But the owners of the sweatshops took the matter to court. The law was declared unconstitutional. Such a law, said the court, would interfere with "the profitable use of real estate." And the judges saw no public advantage to the law. "It cannot be perceived," the decision read, "how the cigar-maker is to be improved in his health or his morals by forcing him from his home and its hallowed associations and (healthy) influences (in order to) ply his trade elsewhere."

LESSON 3

TOWN MEETING

This simulation presents in a realistic way conflicts between environmental and economic concerns.

PROCEDURE

Divide the class into three groups, with Group 3 being somewhat smaller than the other two. Each group is to present arguments in favor of a particular highway proposal. You can make this role-playing activity as elaborate as you want, even creating specific roles for students to play, representing businessmen, office workers, educators, youth and so on.

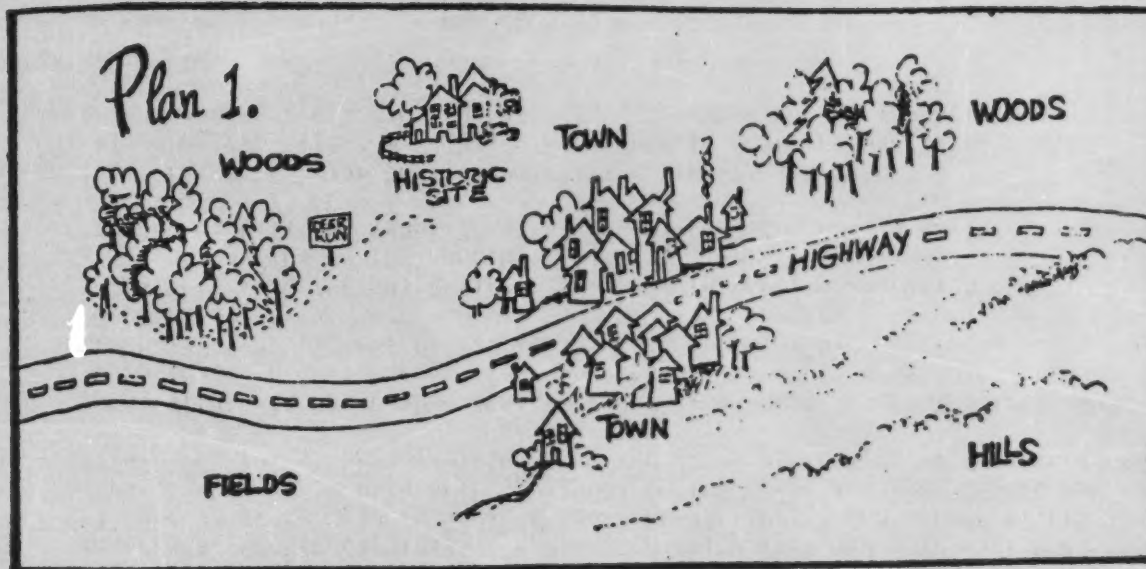
Once they have presented their arguments, let them decide the issue on its merits - in other words, allow them to make a majority decision, changing their stands from the original group if they feel it is justified. Make sure, however, to stress the point that they are playing a role of adults with career and security needs.

THE SCENARIO

You are citizens of a small rural town that is pretty well off the beaten path of urban development. The State Highway Department has sent letters to all voters in the town, asking for their reaction to three different proposals for construction of a 6-lane highway. Because of the contour of the land, these are the only routes being considered. Since the population of the community is so small, the mayor has called a town meeting to determine what the community as a whole wants the State to do. The mayor has also received a letter from a large electronics firm, stating that the company would like to build a 400-worker assembly plant (non-polluting) in the town, if the new highway makes the community more accessible.

Group 1

Plan 1 offers the greatest economic advantages to the town. In addition to the electronics plant, a variety of new businesses and jobs would be created. The highway will be a major tourist route, developing a need for gas stations, restaurants, and motels. The town's economy has been stagnant for years, resulting in an actual decrease in population as young people move to cities to find jobs. This proposal would breathe new life into the community and "put it back on the map again." In addition, the area's major historic site and the large tract of woods would be preserved; in fact, the woods could be developed into a recreation or camping site. The major disadvantage of the Plan is that it would divide the town in two.



Group 2

While the economic advantages of Plan 2 are not as great as Plan 1, it still offers important possibilities for progress and prosperity. The electronics firm would probably find the plan satisfactory. Modest advertising would encourage tourists to stop in the town, although perhaps in smaller numbers than under the first plan. The deer run would be cut in two, as would the woods -- a fact that brings cries of anguish from the environmentalists -- but it is far better than cutting the town in half, which would break up traditional neighborhoods and probably necessitate the construction of a new school. In other words, while Plan 1 would essentially create two towns, this Plan would keep the town intact while offering nearly as great economic advantages.



Group 3

Plan 3 proposes to have the highway simply by-pass the town, locating it some 30 miles to the north. This would certainly leave the town outside the mainstream of the state's economic development, but it would also preserve the town as it is. Supporters of this Plan feel that maintaining a certain "quality of life" is more important than turning the community into another American neon city simply for the sake of progress and growth. This group of environmentalists also feel that it is important to conserve the wooded areas, as much for the wildlife as for its potential use as a recreation area. The destruction of the woods and the deer run would seriously upset the ecological balance of the region. Similarly, the disregard of a historical site seems to them typical of how the profit motive leads us away from important values.

FOR DISCUSSION

1. How did you arrive at your final decision -- that is, what arguments carried the most weight? Do you think you acted in a way that realistically reflected how a town might decide the same issue?
2. What would be the cumulative effect of 100 towns making the same decision on such an issue?
3. Can you think of a fourth plan not considered by the state? Can you think of or find any similar issues being faced in your community or region?

LESSON 4

BARRIO PROBLEMS

In this lesson, students move from a relatively simple conflict resolution to a more complex one, which they role-play themselves. The exercise should be a help in your study of cities and of urban change.

PERFORMANCE OBJECTIVES

Students will:

1. empathize with a minority citizen who has trouble in dealing with government bureaucracy.
2. understand how citizen groups can unite to change government policy.
3. recognize that city development is not in itself necessarily bad or good.
4. practice resolving conflicts involved in city change through a city council simulation.
5. realize that complex social problems don't usually go away after one meeting or group decision, but need to be addressed again and again.

PROCEDURE

The sequence of activities for this lesson includes reading and discussing the story of citizens' efforts to block construction of a freeway through the historic center of Tucson, Arizona, and then role playing a council meeting to decide how to shape the future of this area. Before you have students begin reading *The Struggle To Save The Barrio*, set the stage with the following background.

The city of Tucson was born many years ago as a Mexican village. Now Tucson, in Arizona, is a bustling modern city of 300,000. But still in the center of the city lies the original adobe village. Mostly poor Mexicans live there now. It is called the "Barrio."

Recently, the people of the barrio have had to handle two big problems: one with freeway interests and one with developers. As you read the story of the freeway, try to think how you would feel if you had grown up in the barrio.

THE STRUGGLE TO SAVE THE BARRIO

One day Mrs. Manuel Rodriguez, a long-time resident of the Tucson barrio, decided to make a trip to City Hall. Her tax bill hadn't come in the mail, and she wanted to know what had happened to it. When she got to the tax office, she was told that her home could not be found in the records. Mrs. Rodriguez understands some English (her native tongue is Spanish). But she thought she must have misunderstood the tax man. She found a friend to translate and returned to the office. This time, they sent her to the city planner.

The planner's maps showed that all the houses in Mrs. Rodriguez' area had been sold or condemned. But Mrs. Rodriguez knew that her house had not. She insisted on paying her taxes.

Why was Mrs. Rodriguez never sent a tax bill? Apparently it wasn't a mistake. It is easier to condemn a house when the taxes have not been paid on time. Planners wanted to condemn the houses in Mrs. Rodriguez' area so a freeway could be built through the barrio.

When Mrs. Rodriguez' story made the newspapers, barrio people found they had friends all over the city. A campaign was begun to save the barrio from the "Butterfield Parkway." The people against the freeway included:

- a group of citizens eager to save the "Wishing Shrine," a well-loved religious shrine in the barrio.
- architects from the University of Arizona interested in saving the old adobe buildings.
- the political opponent of the mayor in an upcoming city election.
- youth leader Ernesto Perez, founder of the barrio newspaper, "La Voz."
- local attorneys who helped residents get legal help in keeping their homes.

Those in favor of the freeway included city and state officials, some businessmen who thought the freeway would help bring business to the city, and some people who said "progress" was at stake. Those against the freeway finally won. Look at the list of "anti-freeway" people carefully. Why do you think they won? In what ways could they convince others that they were right?

The people of the barrio managed to keep the freeway out, but are beginning to have new problems. It is clear that development of some kind will probably come to the barrio. After all, it is at the center of a growing city. And the people of the barrio want some way to climb out of their poverty. The question is: what kind of development is best?

One project has already been started by a Tucson automobile dealer named Kelly Rollings. Mr. Rollings is a student of old adobe architecture. His plan is to restore old barrio buildings to their original historic condition, then use them as shops and offices.

What are the advantages of Mr. Rollings' plans?

How is it different from the freeway project?

If you lived in the barrio, would you have any objection to the plan?

ROLE PLAYING THE OUTCOME

Imagine you are at a Tucson city council meeting, deciding whether or not to approve the Rollings plan. Six students take the following roles:

1. A friend of Mrs. Rodriguez who lives with her large family in a historic house that the plan would make into shops
2. The new mayor, who helped fight the freeway but is now trying to pull the city factions together again.
3. A professor of architecture who helped in the anti-freeway cause.
4. Ernesto Perez, 16-year-old representative of those young people in the barrio who want a youth center.
5. A Spanish-speaking barrio man representing a large group of barrio unemployed who hope for jobs in the new shops and offices (although they don't speak English and are unskilled).

6. A shopowner eager to move to a tourist-attracting location to sell his handcrafts from Hawaii.

The rest of the class acts as city council members. It is up to the council to approve the plan, reject it, or work out acceptable amendments to it.

TO THE TEACHER: As the students debate, make a list on the board of the conflicts involved in this issue. When the meeting ends, list the resolutions students found. What conflicts still remain? What do the students think should be done next?

LESSON 5

THE GRAND CANYON ISSUE

The following conflict situation can be used as a basis of discussion in relation to the function of government in reconciling conflicting interest groups. The Grand Canyon story can also be made into a role play; groups of students taking the part of various participants in the case. Set up the role play in the form of public hearings before the Secretary of the Interior or another mediating group. Have students present the pros and cons in an orderly way; allow for debate and conclude with the mediators; decision.

Similar conflict situations involving government and the law may be found in the text from which this lesson was excerpted (cited below). Look in the news media for similar situations suited to classroom study.

The Colorado River begins in the mountains of the state of Colorado, flows through the states of Utah, Arizona, Nevada, and forms a border between California and Arizona. After leaving the United States it passes through a small part of Mexico and out into the Gulf of California. The Colorado River has flowed here for thousands of years. In Arizona it has cut deep down into the earth and formed the Grand Canyon. The Grand Canyon is 217 miles long and from 4 to 18 miles wide at the top. The river has cut down so far that in some places it flows 5,500 feet below the flat land at the top of the canyon.

Each year thousands of people visit the Grand Canyon. It is famous for its beauty and scientific interest. In the depths of the canyon scientists can see rocks and fossils formed thousands of years ago. In some ways the walls of the Grand Canyon are like a history book. Trained scientists can study layers of rock and the fossils in them to find some clues to the history of the earth and living things. The Grand Canyon is of such interest that a part of it was made into a National Park in 1919.

People have often looked at the Grand Canyon and the Colorado River and thought of other ways these natural resources could be used. About 1900, a group of men wanted to begin mining in the canyon. At that time the land they wanted to use was owned by the federal government. Theodore Roosevelt was President. In 1903, he refused the miners permission to dig in the canyon and said, "Leave it as it is. You cannot improve on it. The ages have been at work on it and man can only mar it."

The Colorado River flows for miles between the states of Arizona and California. These are two of the fastest growing states in our country. They both have large areas of soil that is very good for farming, but neither state has enough water. For many years both states have been sharing some of the water of the Colorado River, using it for crops, homes, businesses, and industries.

One of the largest dams in the world, Hoover Dam, was built on a part of the river between Arizona and Nevada. This dam has caused a great lake, Lake Mead, to fill one of the side canyons formed by the river. Hoover Dam is used to store water for generating electric power to be used in nearby states.

Since so many people have been moving into Arizona and California there has been a greater need for water and electric power in both states. Farms and industries

need large amounts of water. People need water for home use. People in the governments in both states have been trying to find new ways to bring water and electric power to the people in their states.

Some people in Arizona made two plans to bring more water and electric power into their state. One plan was to lay large pipes across the desert that would bring water from the Colorado River to Tucson and Phoenix, the largest and fastest growing cities in Arizona. (This was called the Central Arizona Project.) However, since this would take too much water from the river, they had another plan. They wanted to go far to the northern part of the United States where the Columbia River flows. The plan was to take some of the water that flowed into the Columbia River and build canals and pipe lines that would send this water south into the Colorado River. (This plan was called the Lower Colorado River Basin Project.)

Both of these plans were very expensive. Most people thought the plans would cost too much for the people of Arizona to pay for with the taxes they paid to their state government. They tried to think of other ways to pay for both projects.

Congressmen for Arizona asked the members of the House of Representatives (in Washington D.C.) to approve a plan to build two large dams in the Grand Canyon. These dams were to cost the federal government \$750,000,000 of the tax money paid by all of the taxpayers in the country. Large electric power plants were to be built by the dams and the electricity they generated was to be sold to people in nearby states. Most of the money made by selling the electric power was to be used to pay for the two projects planned to bring water into Arizona.

The two dams would make large lakes that would partly fill the Grand Canyon. The people in favor of the dam gave the following arguments:

1. Once the dams were built, the money made by selling electric power could be used to pay for bringing water into Arizona.
2. If more power and water were brought into Arizona, then more people could come to live and work there. This would help people who owned businesses in Arizona.
3. Suppose the government spent \$750,000,000 to build dams in Arizona. Probably much of this money would be paid to builders and workers in Arizona. These people would be helped by earning the money. They would spend the money in Arizona, and other people would earn some of it from them.

Many individuals and groups of people were against the plan for building dams in the Grand Canyon. One group was the Sierra Club. This is a group of people who try to save beautiful parts of our country from being spoiled. Many people give money to this club. The money is used to place ads in papers, hold meetings, and do other things to get other people to help protect natural areas of the country. The Sierra Club was joined by other conservationists in opposing the dams. They were also joined by the editors of The New York Times, one of the largest and most important newspapers in our country, and by Congressman Saylor, a Republican from Pennsylvania.

People against the dams gave the following arguments:

1. The dams and lakes would spoil one of our country's greatest natural wonders - the Grand Canyon.
2. The plan for the dams called for using money from all of the taxpayers to help bring water to two cities in Arizona that were already two of the fastest growing cities in the country.
3. If the people of Arizona want more water and power they should pay for it, since they are the people who will be helped. The rest of the people of the country shouldn't have to pay for something that doesn't help them.
4. Power from dams would cost more money than power from steam plants burning coal or oil. It would cost over twice as much as power from a nuclear plant. If people from Arizona need more electric power, they should not build dams and ruin the Grand Canyon but should build steam power plants.

One of the people involved in this argument was a member of the executive branch of the federal government. He was Stewart Udall, the Secretary of the Interior in the President's Cabinet. Among other things, he and his helpers were in charge of developing new ways to use natural resources to help economic growth. They were also in charge of protecting the National Parks of the Country.

Mr. Dominy was Secretary Udall's assistant in charge of finding ways to use natural resources to help the economic growth of the country. He said that since there were no steam plants built and the water power was there to be used, the government should build the dams.

Several years earlier he had talked to a committee of the Senate who were interested in the best ways to generate electricity and get more water. They asked him what he thought should be done about this problem. He answered that if the government would try to develop ways to use nuclear power to generate electricity and to make salt water into fresh water the problem could be solved in a few years.

Before the dams could be built using tax money, they had to be approved by a committee in the House of Representatives. So many people were criticizing the plans for the dams that Representatives in favor of having them built decided not to try to get approval for the larger dam near the bottom of the Grand Canyon, but to try to get members of the committee to approve spending tax money to build the smaller dam farther up the river.

When people against the dams heard this new idea they complained again. Members of the Sierra Club said that when the plans were first made, members of the Bureau of Reclamation declared that one dam would be useless, and that both dams would have to be built. If one dam was useless, then why were people for the dams now trying to get Congress to approve of building one dam?

Representatives then decided to hold the plans and to act on them at another time. The Secretary of the Interior then asked members of Congress to approve hiring a group of people to study the needs for water and power of all people in the United States, and to approve of making a plan to meet them all. This group was to be called the National Water Commission.

WHAT DO YOU THINK?

1. What were the interests of the conservationists?
2. What were the interests of those in favor of the dams?
3. Should different interest groups be allowed to express their ideas? Why?
4. Were the arguments of both groups reasonable? How?
5. How did the organization of our government make it possible to solve this disagreement?
6. How did the conservationists try to get their way?
7. How did those in favor of the dams try to get their way?
8. Did the members of the Sierra Club gain any advantage by working together? How?
9. Why do you suppose those in favor of the dams gave up trying to get both built and tried to get approval for the smaller dam?

INTERDEPENDENCE IN THE K-12 CURRICULUM

Interdependence means simply *mutual dependence* - parts of a whole depending on each other. The significant thing about this simple definition is that it describes one of the basic and important features of the world we live in. When we talk about such things as the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves living in huge global webs, although awareness often comes only when some sudden jolt in one of the strands - like the Energy Crisis - reverberates through all the others.

The forces at work creating this village environment are not hard to find - the continuing innovations in technology, mass communications, and high-speed transportation working on such tendencies as the urge of business to expand, the scattering and overuse of scarce resources, the desire of the have-nots to have something, the uncontrolled growth of population, and the age-old belief in fighting for what one wants. Taken together, all these elements magnify our Spaceship proximity, making us inescapable partners with our fellow passengers.

Actually, there are probably few of us who want to be neighbors with four billion other humans. Tribalism developed long before tele-communications, and we have always been suspicious of anyone from outside the village limits. But now suddenly the borders between villages have become blurred.

Being tied so closely to others does not necessarily mean that a sense of world community is the inevitable outcome. But this is the mistake our texts so often make. We teach children how communities depend on each other, how different regions of the nations are interdependent, and occasionally, that these interdependent strands (at least economic ones) stretch to the coconut groves of the South Pacific, the oil fields of the Middle East, or the manufacturing centers of Japan. The student, if he or she is encouraged to think in global terms, sees an extension of local voluntary interdependence - like the friendly farmer producing food for the city workers.

Unfortunately, global interdependence is considerably more complex than mutual dependence within a nation or region. Intervening variables such as nationalism, racism, ethnocentrism, and the lack of accepted rules make the equations untidy. In fact, contact may create just the opposite of increased understanding, despite acknowledged common ties. Indeed, the most violent of wars have always been those which involved people who had common ties.

A major goal of education, therefore, must be to help students understand the ambiguities of global interdependence. There are parallels in the way interdependence operates at all levels from the nuclear family to the world family. Interdependence, at each of these levels, contains the potential for integration but also for conflict. The enormous task we face, then, is to help young people understand exactly what interdependence is and what factors can be fostered to maximize its potential for good.

MAJOR OBJECTIVES IN TEACHING ABOUT INTERDEPENDENCE, K-12

1. To increase students' awareness of the forces creating global interdependence.
 - a. The continuing revolutions in industrialization, transportation, communication
 - b. The problems which bind us, such as population pressures, gaps between rich and poor, the uneven distribution of goods and scarce resources, the need to control violence.
2. To increase students' understanding of the ways in which global interdependence influences the lives of the individuals, families, communities, and nations.
3. To increase students' acceptance of the idea that interdependence can create new problems as well as the potential for a better life.
4. To help students explore some of the factors which make it difficult to live within our "webs of interdependence";

examples: Tribalism (including nationalism)

egocentrism and ethnocentrism

increased competition for scarce resources.

5. To help students develop the tools needed to analyze the various systems and subsystems which make up the global webs - economic systems, political systems, ecosystems, etc.

GENERAL OBJECTIVES - GRADES 7 & 8

Students should:

1. understand the meaning of systems and interdependence, and be able to use that knowledge as a means of understanding information encountered in any course.
2. know that interdependence operates in all human groups and between humans and nature.
3. be able to analyze the impact of developments such as modern technology in the creation of interdependence on a worldwide scale.
4. be able to view economic and technological development in terms of systems.
5. understand major developments in state and national histories as being (a) interrelated, and (b) events contributing to increasing interdependence.
6. know that modernization involves increasing interdependence (a) within the society, and (b) with other parts of the world.
7. be able to consider the growth of multinational corporations as a new force contributing to global interdependence, and to explore positive and negative potentials of that force.
8. understand how local concerns (such as family farming) are related to world concerns (such as hunger).

LESSON 1

BACKGROUND DISCUSSION

An increasingly attractive and valuable array of materials is at last being published for the middle grades, especially in economics and anthropology. World history, culture or area studies, state and American history remain the standard courses. All these subjects, but particularly the last two, need to be globalized - to offer the students a more realistic look at their total world environment. Studies comparing cultures have been made more interesting, readable and analytical - important motivators badly needed for this age group. State and national histories, however, tend to perpetuate the ethnocentric outlook which restricts young people from seeing how their lives and their futures are intimately tied to what is happening in the rest of the world.

The following outline offers some key ideas and questions which you can insert in your course to help your class gain that vital global perspective. At the same time, periodic use of the concept will aid the students in understanding the text materials.

TOPIC AND IDEA OUTLINE

INTRODUCTORY - The meaning of systems and interdependence

(This brief introduction should be used just before dealing with course material which involves interdependence.)

1. Working in small groups or as a class, ask the students to try to define the two terms and provide specific examples.
 - Dictionaries can be used for definitions, if necessary.
 - The class should see that system is practically synonymous with interdependence. Any system is made up of interdependent parts.
2. See if they can grasp the major characteristics of the concept by using their examples to prove the following statements:
 - a. A system is made up of parts which depend on each other. All parts must function for the system to work.
 - b. A change (or breakdown) in one part of a system affects the other parts.
 - c. Systems (or interdependence) exist in (1) nature, (2) human groups, and (3) man-made objects.

AMERICAN HISTORY: INDUSTRIALIZATION, CORPORATIONS, LABOR

1. Industrialization increases interdependence. Use specific inventions to illustrate this.
 - a. A systems approach is useful here. For example:

- (1) In what ways is the automobile itself a system? What subsystem is it made up of?
- (2) What other systems were created by the automobile?
 - in manufacture?
(assembly lines; energy - oil wells, refineries, pipelines, etc.; mining; transporting raw materials)
 - in usage?
(roads, traffic laws, paving, repair garages, government agencies, etc.)
 - in distribution?
(sales, transport, advertising)
- (3) How did automobiles (1) alter cities, (b) contribute to suburban development?

The class could be divided into teams for this, each dealing with one of the questions.

b. What systems have other inventions spawned?

The same teams could each choose a separate invention (telephone, motion pictures, trains, airplanes, etc.) and list the systems it has spawned.

- Challenge the rest of the class to think of systems the team failed to name.
- Through these activities, they will begin to see the Industrial Revolution as an explosion of new kinds of interdependence, with ever-increasing complexity and interlocking systems.

c. How did this increasing interdependence change the way people lived?

On the basis of the previous activities, have the class deal with this key question.

- (1) How does the simplicity of home crafts or farming contrast with new complexity?
- (2) How did interdependence eliminate old jobs and create new ones, and a multitude of specialized tasks?
- (3) What are some of the new systems created by assembly lines?
Ask volunteers to draw pictures of a factory as a system. Field trips to assembly plants or complex systems like an electricity generating plant would be good.
- (4) How are development of communications and transportation systems linked to industrialization?
- (5) How did interdependence lead to new ideas of value, new goods and services, new kinds of entertainment, and greater leisure (for some) and more ways to use it?
- (6) What is it like to work on one small part of a product or service rather than the whole?
- (7) How did increasing specialization bring each individual to depend on more and more people?

All of these results of interdependence can also be considered in terms of whether they are good or bad, positive or negative.

2. Corporations can be studied as systems for the management of industry.
 - a. In what ways did larger corporations prove more efficient than smaller companies?
 - b. What has been the impact of giant corporations - who benefitted and who suffered?
 - (1) How did giant corporations and holding companies alter the free market system?
 - (2) Why did many people think the corporate system was not functioning properly?
 - c. Labor responded by organizing - how were unions themselves examples of systems or interdependence?
 - d. How did government and industry become intertwined?
 - (1) Why did the political system have to become involved in the economic system? (Trying to correct imbalances in corporate systems.)
 - (2) Later, during the Depression, why was more government involvement needed?
- In a way, New Deal can be seen as growing out of the fact that there were so many interlocking systems involved in the economy that a change in one part (e.g. farming) could not be corrected by the other parts.
- (3) What complaints are there today about government interference? (e.g. Restraint of trade, excessive profits)
 - (4) What complaints are there about government interference? (The interdependent economic webs are now so complex, it is almost impossible to know what adjustments to make or how.)

3. Industry and global systems - 19th century.

- a. How were industrialized nations becoming interdependent through trade and investment?
- b. How did the need for resources also link non-industrial areas?

What parts of the world did the U.S. turn to for some resources - including agricultural products?

If this is not covered in the text, it would be a fine research assignment. Histories of particular companies or industries would be a good place to start. With pairs of students working on different tasks, the class will become increasingly aware of the industrial and commercial strands reaching to practically all parts of the globe.

- c. How did industrialization contribute to new colonial empires?

The race for colonies in Africa, the carving up of China?

- d. How did industrialization contribute to American imperialist adventures such as the Panama Canal, and interventions in Latin America?

One idea that will emerge from this study is the natural drive of capitalist enterprises to expand, searching for raw materials and new markets. (There are few stockholders who would be pleased to see a corporation's sales remain the same year after year.)

4. Industry and prosperity - 20th Century.

Continued economic development in this century might be studied in terms of building and testing hypotheses connected with the idea that a change in one part of a system that leads to changes in other parts or even in other systems.

Some topics to consider would be: How did industrialization contribute to:

- a. the changing role of women
- b. the changing nature of warfare
- c. increased involvement of government in economic matters
- d. movements of people - (1) immigration, (2) migration from farm to city, (3) black migrations from south to north.
- e. increased convenience, leisure, recreation.
- f. the whole range of environmental concerns
- g. the division of nations into rich and poor; the division of the world into rich nations and poor nations.

5. Other topics in American history to explore:

- a. How do frontier conditions influence the way people live? Consider (1) their relationship to the environment; (2) newcomers; relationship to primitive peoples already living there.

As a research assignment, have students explore other frontier experiences - 19th century Russia, Australia, Canada; 20th century Brazil. This will help students see the American experience in comparison to other human groups.

- b. What were the early trade patterns?
 - the interdependence of the colonies and England,
 - also within and between colonies, and
 - the triangular trade.
- c. How was the westward movement influenced by other emerging systems?

Transportation, communication, industrialization, urbanization - all can be viewed as dependent on one another.

6. Some conclusions.

- a. The development of modern technology has been a major force in increasing interdependence.
 - (1) We now depend on countless other people for the goods and services we want or need.
 - (2) The systems of industry, communication and transportation now form worldwide networks.
- b. Increased interdependence has the possibility for good and harmful effects.
 - (1) Material goods and convenience have increased.
 - (2) Humans can exercise greater control over their environment.
 - (3) The search for markets and raw materials often leads to conflict or exploitation.
 - (4) The systems are increasingly complex - a change in one part of one system can have a far-reaching impact on other aspects of people's lives.

LESSON 2

KINDS OF WORK - INDUSTRIALIZATION

OBJECTIVES

Students will:

1. state ways in which industrialization has changed the way people work.
2. compare interdependence in crafts industries with assembly-line systems.
3. recognize that modern products and production methods create increased interdependence.
4. state problems arising from assembly-line systems.
5. evaluate the advantages and disadvantages of modern production methods.

MATERIALS

Readings - The Craft Shop
The Assembly Line

PROCEDURE

1. Have students read "The Craft Shop" and "The Assembly Line"
2. Questions for discussion:
 - a. In what ways do you see interdependence of the workers changing (1) from the kind of work in the smith's shop to the kind of work in Ford's plant before the coming of the assembly line? (2) from the Ford plant work method before the assembly line to after?
 - b. What differences might mechanization make to the situation in Mayhew's silver shop? What new systems might be needed to support the business? Would a worker necessarily be more or less happy than Robert there? Explain.
 - c. Could one smith build an automobile? Why are very few cars built that way? Would you favor going back to the "middle-of-the-floor" method of making cars? Why or why not?
 - d. What sorts of problems did Robert's fellow workers have before industrialization? What new problems did the machines bring? Why do you think unions have grown so large and strong in this country?

FURTHER ACTIVITIES

1. Imagine the silver shop has been mechanized. The year is 1910 and you are a new worker there. Write a letter to a friend who wants to come and get a job like yours. Describe conditions in the shop.
2. Some car makers have thrown out the assembly line and instead assigned small teams of workers to build each automobile. The workers are expected to help one another, and to do a variety of assembly jobs.

Recently, a group of American workers spent some time at a new Volvo plant in Sweden where this method is being used. A few like it, but others preferred their old jobs, doing the same task over and over in solitude on the assembly line. They said they didn't like the added responsibility that came with the Volvo method; and they liked to daydream instead of interacting with others. "Besides," they said, "The profit of our work goes to the owners. Why should we take pride in the product? We're just putting in our time."

Do you think the assembly line has affected Americans; attitude toward work? What if all workers felt like those auto workers? Write your reaction. Would you prefer to work on an assembly line or with a team? Why?

THE CRAFT SHOP

Dear Cousin William:

I was delighted to hear that you are going to apprentice in the trade. It is too bad that Mr. Mayhew cannot take you on here. It would be good to have you as a fellow apprentice.

Let me try to give you some idea of what your work will be like, assuming you are fortunate enough to work for someone as kindly as Old Mayhew. I have heard of some who treat their workers little better than slaves.

We start work at seven. There are six of us in the shop. Two, Mr. Mayhew and Tom Walker, are master smiths. Two are journeymen and James and I are apprentices. The work is hard but seldom dull. Once I begin work on a piece of silver, it becomes very special to me. I must mold and shape it into the desired form. It can be tedious to spend an entire day simply trying to flatten a piece of metal. But then it begins to grow and you know that you are in control of it. Each finishing blow of the hammer makes it shine and then you hold it up to see how well it compares to your model. Mr. Mayhew points out the defects in your workmanship and that makes you determined to do even better the next time. We have the finest shop in all of Virginia, Old Mayhew says. And sometimes, when he is feeling especially proud, he says we compare with the best in the country.

The shop is a pleasant place to work. The four rooms are spacious and well lighted. On warm days like today, a gentle breeze comes in through the garden. There is much joking and good fellowship. And there are serious business conversations. Every few days we discuss the work to be done. Often we can choose an item we would like to make or feel we could produce well. But, of course, Mr. Mayhew has the first choice and the final word.

Perhaps I am painting too pleasant a picture. There are occasional problems. One of the workers is not satisfied with his wage. He says he has trouble feeding his wife and children. Mr. Mayhew had given him extra when the last child was born, but he feels the man is not worth more money. Twice there have been harsh words between them. I would guess that he will soon look for another shop. Old Mayhew is kind, but he is not soft.

When you have found a situation, please write to me. I will be anxious to hear how you get along.

Your cousin,

Robert

THE ASSEMBLY LINE

When I started work for the Ford company, I think it was 1904, assembling was done in the usual way. We picked a clear spot on the floor and began putting a car together. You went and got the parts and tools you needed. The plant by then was making its own parts so there was a separate department for each.

But Henry Ford didn't like that way of operation. Workers kept getting in each other's way or else they couldn't find the right part. As Mr. Ford said, "The undirected worker spends more of his time walking about for materials and tools than he does in working." According to Mr. Ford, there were two goals to strive for in setting up our plant: No man should ever take a step unless absolutely necessary, and no one should ever have to bend over for a part or tool.

So, he began tinkering around with one idea after another. Each day, it seemed, he had some new scheme to try out on us. One day in 1912 or 13 he talked to me about what he was trying to do. "There should be a way for a man to stand in one spot to complete all his work," he said. "His tools should be right here, next to him, and the work should come to him. Then when he's finished with his task, the work should move on to the next man. Perhaps by force of gravity."

"You mean," I asked, "like some sort of a slide or chute that we would send the work down?" I had a picture in my mind of the man at the bottom being piled up by half-finished engines.

"No," he said. "I have something in mind like the overhead trolleys I have seen in Chicago meat-packing plants. They put the meat on hooks and slide it along the trolley."

The plan began to take shape. First we tried it on the fly-wheel magneto. Before, one man would do all the work on a single magneto. He could put one together in about 20 minutes. Now we tried assembling it in stages. There were 29 separate operations. Each man at a long table performed just one operation and passed it on to the next man. As soon as you finished your operation, you grabbed the next piece coming down and put the same part on that. We were all mighty impressed with how fast the work seemed to go. Mr. Ford kept time. The average for each magneto was down to 13 minutes and 10 seconds.

The next part was to make the table move, and that's how the conveyor belt came into operation. The work was spaced out on the belt, so that as soon as you finished with your part, you set it on the belt and another piece came along for its part.

Then we tried the same principles on assembling the chassis. In the past, the average assembly time had been 12 hours and 28 minutes for each chassis. Outside the factory, we used a rope and windlass to pull the chassis along. The whole distance was about the same as the length of a football field. The workers traveled along either side of the chassis picking up parts from the piles we had placed there. Even the first time around, we cut the time to 5 hours and 50 minutes.

We were all excited about how much we were saving. At first, no one realized that we used to have a pretty good time getting in each other's way. And no one seemed to think of how the worker would feel who applied the same part to magnetos 9 hours a day...

LESSON 3

STATE HISTORIES

These courses provide an excellent opportunity for in-depth studies of various aspects of interdependence - especially in helping students see the relationship between local events and worldwide patterns.

1. The relationship between humans and the environment has changed with different groups. Consider the way in which successive groups have interacted with the environment of your state.
 - a. How did Indian tribes make use of the environment? What technology did they have to help them deal with conditions? i.e., what sort of interdependence existed between humans and the environment?
 - b. How do early settlers contrast with Indians in terms of their human/environment relationship.
 - c. How is the environment used today? What factors have made such changes possible?
2. Contemporary society is characterized by many layers of interdependence.
 - a. Consider the interdependence (1) within a community, and (2) between urban and rural areas.
 - b. Extend this by considering ways in which the state is interdependent with (1) other parts of the nation; (2) other parts of the world.

Deal with ties of communication and transportation as well as commerce.

COMMUNICATION IN THE K-12 CURRICULUM

We will be using the term *communication* in its broadest sense - it encompasses the many ways of sending and receiving messages between people, as well as learning to deal more effectively with the various forms of mass media. The latter, for example, would include distinguishing fact from opinion, identifying hidden messages, and analyzing the influence of the media on lifestyles and personal decisions.

The following is a list of some of the goals developed in this set of guides. The list is not definitive or final. You will probably discover that other goals are also being met and, of course, you may not be working toward all of these at a given grade level. It is important to keep in mind that our basic aim is to provide students with a beginning mental image of what is involved in the word communication. Only in this way can we avoid the all-too-common situation in which students create their own mental image which turns out to be distorted or inadequate and thus fails to aid them in processing information.

Through experience, the student will gradually add to and modify his or her idea of communication. This will be achieved by applying the concept in increasingly sophisticated ways to a wide variety of subject matter. Thus, the overarching goal is to learn to use this concept as one more tool for making sense out of the world around one.

GOALS OF LESSONS FOCUSING ON COMMUNICATION

Students will:

1. recognize that communication includes not only language and artistic expression, but also appearances and behavior;
2. understand that clear communication involves quality as well as quantity - i.e., we can talk with friends or family members at great length and still miscommunicate;
3. perceive that the increased quantity of communication across national or cultural boundaries does not necessarily lead to understanding and acceptance;
4. gain experience in coping with such barriers to clear communication as
 - cultural differences in behavior and values,
 - misperception,
 - language differences,
 - ethnocentrism,
 - stereotyping;
5. improve skills in writing, speaking, listening, and interpreting non-verbal forms of communication;

6. experiment with various forms of self-expression in writing and art forms;
7. understand that good communication depends on language and thinking skills - including logic and the ability to recognize and analyze alternatives;
8. gain appreciation for the rich spectrum of ways in which humans convey messages to each other;
9. compare human and animal means of communication and cultural similarities and differences in communicating.

LESSON 1:

THE TURQUOISE CURTAIN*

Purpose:

This lesson builds toward competence in making judgments. The class compares poetic and journalistic modes of communication as it analyzes the conflict faced by the Navajo over whether to try to maintain their cultural heritage or try to assimilate into the mainstream American culture. More specifically the lesson helps develop: an *ability to identify and distinguish disputes over value claims and factual claims*; and an *ability to understand emotionally and intellectually conceptual, factual, and moral ambiguities*.

Objectives

Students will:

1. use interpretation of journalistic style and two poems to identify ways in which an Indian tribe is changing in response to societal pressures;
2. compare journalistic and poetic modes as means of communicating a message;
3. evaluate the conflict between traditional Indian culture and mainstream American culture;
4. express empathy for an ethnic minority whose traditional lifestyle is threatened by the majority of society;
5. recognize that both change (social and technological) and minority-group status can create conflict within that group and hostility toward the majority culture.

Suggested Time

Two class periods.

Materials

None

SUGGESTIONS TO THE TEACHER

The journalistic feature and poems can be photocopied and read in class or used for homework assignments. As you introduce the lesson, ask the class if they know the meaning of the terms *Iron Curtain* and *Bamboo Curtain*. If they are unsure, explain the origins of the Cold War, when the USSR and China closed their borders to Westerners, especially Americans. The introductory questions can also be used as discussion-starters.

The writing assignment should probably be optional, and student material should be read to the class only with the writer's permission.

Answers to discussion questions are interpretive. Accept any that seem logical and well reasoned.

Note that in Margo Hornblower's article she mixes detailed description of landscape and living conditions with her narrative. She does present both sides of the issue sympathetically; her closing lines might suggest empathy with the Navajos' plight rather than a particular position.

The poems are clear and simple. The first one probably will be selected as the one which most clearly presents the conflict, but the students should also pick up the argumentative or challenging tone of the second. See if the class picks out the space for pauses and the compression of simple ideas into a small space - like "clear blue."

EXTENDING THE LESSON

Explore examples of other groups, either within the U. S. or in other countries which face a similar dilemma between tradition and modernization. Examples of poetry, art, short stories, etc. can be used to draw comparisons with the Navajo experience. See also "Change Agents, Conflict, and Communication."

STUDENT READINGS

THE TURQUOISE CURTAIN

You're going to be reading very different writing forms dealing with the same theme - the conflict faced by native Americans torn between their traditional culture and the steady advance of modernized, white-dominated society. The first reading is an example of journalistic style - written by a feature writer for the WASHINGTON POST. As you read, look for answers to these questions:

1. What particular words or phrases does the author use to give a mental picture of the land and the people?
- w. The basic conflict is presented in the subtitle:
"Caught Between Two Worlds."
-What is the conflict?
-Does the author present her own point of view - or is this an example of objective reporting? Support your answer.
3. How do you think either Steve Darden or Marshall Tome would have written the article?

The Navajo Choice -- Caught Between Two Worlds

by Margo Hornblower

WINDOW ROCK, ARIZ.: A sign on the edge of the two-lane highway which cuts through canyons and mountains of the nation's largest Indian reservation says, in simple block letters: "Navajo's Walk in Beauty. Don't Litter."

The sign is a gentle warning that white man's civilization, which has permeated and transformed Navajo life for the past four centuries, can go only so far and no further. There comes a point at which progress corrupts, but the Navajos themselves do not always agree on where to draw the line.

Peter MacDonald, the powerful tribal chairman who presides over 135,000 Navajos here, once said, "The reservation is like a foreign colony within the country." The Navajo Nation, as it proudly calls itself, has been treated like a stepchild over the centuries, slapped down when rebellious and rewarded when obedient.

But the child is coming of age. Defining their Indian identity, and, at the same time, their relationship to the United States is the Navajos' constant preoccupation. More than other hyphenated Americans, they are ambivalent about assimilation. They are caught between two cultures, borrowing from each in an uneasy compromise.

The cultural conflict on the physical plane is as obvious as the anti-litter sign by the roadside.

The Navajos have a deeply religious, mystical relationship with the land. "I walk with beauty before me," goes their ancient chant. "I walk with beauty behind me. I walk with beauty below me. I walk with beauty above me. I walk with beauty around me..."

It is a harsh land, 25,000 square miles carved out of Arizona, New Mexico and Utah, but inexpressably beautiful. The desert has a thousand forms and colors. Giant red rock formations rise unexpectedly from rolling sagebrush plains. The sun etches stark shadows in the corners of desolate canyons, in the folds of pine-covered mountains. Dry riverbeds wind in tortured patterns under the wide sky.

"I'm quite sure I'll spend the rest of my life here," said Ray Scott, an 18-year-old Navajo. "There's not much to do in the city. Here there is clean air and wild animals. You can ride a horse in any direction."

But white man's civilization has begun to pollute the Navajo landscape in the name of progress. A Kentucky Fried Chicken franchise looms at the entrance to the reservation. Concrete public housing projects are surrounded by steel fences. Welfare agencies operate out of plastic trailers. The skeletons of abandoned pickup trucks litter the roadside.

The tribe has sought income by allowing outside companies to mine its vast natural resources: oil, coal, natural gas, uranium, and timber. Now the Navajos feel they have been exploited - through leases that allowed the companies to

strip mine without controls, through financial arrangements which denied the tribe a share of profits, through the companies' disregard for Indian welfare. It is estimated that the reservation's natural resources will be depleted in 35 years.

Navajo religion is based on a concept of harmony with nature. For some, the strip-mining operations at Black Mesa, pictured by tradition as a sacred mountain in the form of a huge woman, amounts to a rape of the land and a rape of the spirit.

To an outsider, the land seems empty. It is possible to drive for miles along the few highways without seeing a home. But to Navajos, the reservation is crowded. A third of Navajo families are sheepherders who live in isolated extended family groups. They often need hundreds of acres, so poor is the grazing land, to support one flock of sheep.

Many Navajos still live in hogans - windowless, one-room huts made out of mud and logs. They sleep on a dirt floor under sheepskins, without electricity, running water, or plumbing. They weave rugs on handlooms and make silver and turquoise jewelry for extra income.

Steve Darden, 22 lives with his wife in a trailer park in the border town of Gallup, N.M. Every day, he drives a half-hour to his job here as curator of the Navajo Tribal Museum.

"Where I was raised, we didn't have running water," he said. "I hauled water until I was in the eleventh grade and I didn't have any qualms about it. It was a challenge. It was more fun. Now my little brother, he doesn't have to haul water or chop wood, so he feels useless around the house. Everything is pushbutton today. You lose so much to life."

Darden, a former high school football star, wears blue jeans, a lumber jacket, and boots and drives a pickup truck. The only outward sign of his Indian traditionalism is his long black hair, worn in a ponytail wrapped with cloth.

Running water and trailer living may represent progress, but it's the kind of progress he can do without. "Tourists see Navajos in a one-room hogan and say, 'How could we live like this?' But that's the traditional way we were brought up," he said.

"Many of my people are more comfortable in a one-room hogan than they would be in a four-bedroom house. I'm not comfortable in my trailer, looking into the next guy's bedroom. Where I was raised (in Steamboat Arizona) the nearest neighbor was a mile away."

Darden wants to move back to the reservation and build himself a hogan.

Darden dismisses government reports that focus on Navajo poverty as "basically politics. The tribal spokesmen say these things to get money," he said. "The chairman (MacDonald) says we're poverty-stricken, but if you go to the people, they'll tell you they're happy. They have the necessities of life. They have silver, they have sheep. They weave rugs. These are signs of wealth to us. Their necessities not be the chairman's necessities. The guys in tribal government live in big houses. They have adjusted to life off the reservation."

At the opposite end of the spectrum from traditional Navajos is Marshall Tome, director of the tribe's office of operation. A stocky, middle-aged man who wears his hair short and dresses in a sports jacket, Tome is a graduate of the University of Missouri journalism school. He is one of the tribe's most powerful leaders.

Tome's main concern is "how we can be part of the mainstream. There's no way we can have a turquoise curtain around the reservation," he said.

Tome said, "It is not fair to measure the Navajos on Anglo terms...you can starve in New York City and your neighbor won't care. But you can't starve on the reservation. No matter how poor you are, you share your loaf of bread."

He disagrees strongly with anyone who says the Navajos are happy with their current economic situation "although they have learned to live with it," he adds. His constant preoccupation is to obtain more federal funds to develop the reservation's economy and create jobs.

"I lived in a hogan, on a dirt floor," he said. "I was so poor that just to go out on a Boy Scout trip was a great change - I got three meals a day. Then the Marines took me and gave me the opportunity to meet other kinds of people. I was so excited to have Uncle Sam pay for all those trips to foreign countries.

"Now, if you dress like an Indian and sell trinkets, you're a good Indian. I don't approve of this. I don't wear beads or feathers. I don't have to. The Navajos know I'm Navajo. The people who do are generally the mixed-bloods. They are uncomfortable because they are not accepted in the main Navajo culture."

The concept of Navajo culture, and the many ways it can be interpreted lie at the heart of the tension between traditionals and progressives.

It is the pace of change, of assimilation of things foreign, that appear to have backfired over the past few years. While for some, social and economic progress cannot come too quickly to Navajoland, others are concerned, as Navajo attorney Benjamin Hanley put it, that "the past is rapidly eroding and without a past, a nation has no future."

Hanley, like many Navajos, has achieved a delicate balance between two cultures. He is a member of the Arizona state legislature, but he feels some regret at how quickly the Navajos are assimilating into Anglo culture. "My kids don't speak Navajo," he said somewhat wistfully.

Many native American writers make use of poetry to express their thoughts and feelings. Some consider it a natural extension of Indian forms of expression. There's a story, for example, of an Indian student who was praised for his poetry. He rejected the compliment, saying: "In my tribe, we do not have poets. All people talk in poetry."

As you read the next two selections, consider the following:

1. Which poem most clearly expresses the conflict of being "caught between two worlds? Is there any hint of it in the other poem? Explain.
2. How do you think each poet uses open space to convey meaning?
3. Which poems would you match with which people in Margo Hornblower's article?

Three Poems

by Calvin O'John

I

You smiled,
I smiled,
So we're both happy,
But deep down inside
There is hatred between us.
Let's not show our inside feeling
To one another;
Just keep on smiling
Until we smile away our hate.

II

A dirt road begins at the highway
And ends at our front yard.
I walk on dirt roads,
But never will I walk on highways.

III

That lonesome path that leads to Nowhere
Is taking me away from this lonesome place.²

It Is Not!

by a fifth year group in the
Special Navajo Program, 1940

The Navajo Reservation a lonesome place?
It is Not!
The skies are sunny,
Clear blue,
Or grey with rain.
Each day is gay--
In Nature's way.
It is not a lonesome place at all.
A Navajo house shabby and small?
It is Not!
Inside there's love
Good laughter,
and *Big Talk*.
But best--
It's home
With an open door
And room for all.
A Castle could have no more.²

ASSIGNMENT

Optional: At some time everyone has felt on the outside - a certain tension between you and your friends or some other group. Chances are the conflict doesn't run as deep as that in these readings - unless you're a member of an ethnic minority who has experienced similar feelings. If you can think of such a conflict between you and others, try writing about it, either as a poem or journal article. It won't be read to the class without your permission.

¹ As printed in the San Francisco Examiner and Chronicle, December 21, 1975. The Washington Post, Reprinted with permission.

² Source: The Writer's Reader, SantaFe, New Mexico, Institute of American Indian Arts, Spring, 1964.

LESSON 2

COMMUNITY OPINIONS AND VALUES

OBJECTIVES

Students will:

1. identify the various ways opinions and values are expressed in the mass media;
2. rewrite news items which they feel are biased or poorly written;
3. find examples of advertising which manipulates opinions or values;
4. write about a topic from a personal and from an impersonal point of view;
5. recognize expressions of aesthetic or humanistic concerns in science;
6. compare varying viewpoints about natural environment;
7. hypothesize about the sources of opinions about events in U.S. history as expressed in other cultures.

TEACHING SUGGESTIONS

Exploration into this topic can be almost endless, and they will carry students far beyond exercises in separating fact from opinion. Only a few possibilities are offered here; you will undoubtedly discover others which fit into your subject areas.

- A. THE MEDIA: The news media, especially daily newspapers, often go to extremes to convey the impression that readers are receiving accurate and objective reports. This often leads to strange distortions. One such distortion is the loading of the account with qualifiers or appeals to authority: "witnesses said..." or "informed sources stated..." until the reader becomes quite baffled.

A second kind of distortion is more serious. Here there is a subtle insertion of the writer's viewpoint into what is supposed to be an objective news account.

1. The cluttering of articles with qualifiers offers a good opportunity for activities in clarity of communication. Two contrasting examples are offered here - partly because we can't resist them. Also, you can xerox these for student use so they have examples to work with. They can then find their own cluttered articles and try rewriting them to develop a clearer message. See examples 1 and 2 on page C-58.

Students should be able to analyze not only whether cluttered articles are less interesting to read, but also whether they can lead to misunderstandings.

Ford Reportedly Hit on Head By a Boy With Small Flag

CHINA
11-9-75

Westover AFB, Mass.

Witnesses said a small American flag staff carried by a young boy tapped or hit President Ford on the head at an airport yesterday. But the Chief Executive later said nothing struck him.

"I know nothing of the incident. Nothing hit me," Mr. Ford said, according to aides.

Witnesses said a 24-inch wooden stick carrying an American flag accidentally struck the

President on the right side of his head. The incident occurred as Mr. Ford was greeting children and Air Force families on arrival at Westover Air Force Base near Springfield, Mass.

Mr. Ford's aides also said two Secret Service men, one on each side of the President, reported no stick struck Mr. Ford.

However, witnesses said Mr. Ford appeared briefly startled but uninjured, when struck.

2. Boy Waving Flag Narrowly Misses President in Crowd

President Ford, who during his travels has bumped his head, stumbled, slipped and fallen and even been in an auto accident, was narrowly missed yesterday by an American flag waved by an excited 8-year-old boy in Massachusetts.

The boy was among a crowd of about 2,000 people welcoming the President as he arrived at Westover Air Force Base near Springfield, Mass. As the flag, on a 24-inch staff, whizzed by the President's head, a Secret Service agent seized it

shouting, "Get that thing out of here."

By at least one account, the President suddenly bent over and groaned. Reporters following him said that he had been struck on the side of the head. No so, White House aides said later. He had merely stumbled over the outstretched foot of a woman in a wheelchair.

Betty Ford, meanwhile, on a visit to New York, was asked by a reporter if her husband was accident-prone.

"So what else is new?" she quipped, according to The Associated Press, as a number of his mishaps were recalled. "He's always bumping his head on planes."

"Is he clumsy?" she was asked.

"No. I didn't say he was clumsy," she replied. "He just gets involved that way."

3. Fft Comes Back

What is the best way to apply deodorants, hair sprays, bug killers and window cleaners? For a decade after Windex introduced its now familiar bottle back in 1937, some manufacturers found the answer to the multimillion-dollar marketing question in the finger-operated pump, and they packaged a variety of products with re-usable squirters. Then, in the postwar years, the ffit of pump sprays was largely replaced by the sssr of aerosol pressure cans, which were simpler and more convenient. Now, however, pumps are making a comeback. Sales of products equipped with them are rising: at present, pumps account for 10% of an estimated \$3 billion market. Some industry officials expect them to double their share by the end of 1976.

The reason for this resurgence is spreading concern about the fluorocarbon gases used as propellants in aerosol cans. A few widely publicized studies, including recent satellite observations, have suggested that these gases could gradually be destroying the ozone layer that shields the earth from a dangerous overdose of ultraviolet rays. Some scientists have scoffed at this doomsday prospect. But several manufacturers, among them such giants as Gillette and Bristol-Myers have been responding to popular doubts about aerosols by adding spray-pump containers to their product lines.

Aerosols are better than spray pumps for many jobs, notably those requiring a fine mist. ("Would you want to Windex your hair?" asks one industry spokesman.) On the other hand, pumps give the customer more for the money. An 8-oz. pump bottle of a leading hair spray costs a nickel more than a 13-oz. aerosol can of the same product. But it delivers more spray; anywhere from 10% to 90% of the content of an aerosol can is propellant.

2. The use of slanted news items is often easy to spot and the reader knows that he or she is reading opinion rather than objective reporting. More subtle uses of opinion or judgments are difficult to spot. A sample is reproduced on Page C-58.

This article deals with a serious subject: the increase of freon from aerosol sprays may be destroying the ozone layer, creating a great increase in skin cancer. With that as introduction, distribute copies of the article to the class. Ask them to find examples of ways the writer uses language to express a viewpoint rather than merely reporting the facts.

They can then search out examples of their own. The best way to do this is to find different newspaper or magazine articles dealing with the same topic.

- B. **PERSONAL AND IMPERSONAL VOICE:** This is a useful follow-up to the previous activity. In literature classes, students learn how authors use the source of a point of view to get the effects they want. This kind of stylistic study can be extended to factual articles and books on every subject. Look at the different kinds of "credit" we give to narratives in the first person; to works that depend largely on other authorities; and to works that speak from an omniscient point of view.

Advertisements offer a good beginning point for getting at these effects. What does a soap company gain, for instance, by having both "personal testimony" and a general authoritative statement in its ad? How do advertisers manipulate these to their best advantage?

Students can become sensitive to how the impersonal "omniscient" voice can mask personal opinion or bias while making such personal opinion or bias sound like the absolute truth. We tend to assume that newsbroadcasters, textbooks, and history books, for instance, are authoritative -- largely because of that omniscient style. Bring in to class some out-of-date texts on your subject to demonstrate that such books are not beyond criticism. Compare first-hand personal accounts with impersonal ones of the same event in the news, in history or in your subject. Discuss why it may be easier to criticize the personal account and the benefits for the reader of having more than one approach available. Then have the students write about a current topic or pet peeve from both the personal and the omniscient points of view. They would then exchange papers and note on one another's accounts the different responses they felt in reading the personal versus the omniscient narrative.

- C. **VALUES IN SCIENCE:** In science classes we tend to follow narrowly the dictates of scientific method. Expand the students' awareness of nature and how people perceive it by including artistic, literary, and philosophical elements as they are appropriate. This need not be a waste of time, since students can gain a greater interest and enthusiasm for the subject as they see it as part of a continuing and varied interaction between humans and the elements of the universe.

BIOLOGICAL AND PHYSICAL SCIENCES: Bring in drawings and paintings of flora and fauna from various countries and times. Early instruments of measurement were themselves often works of art; bring them in, go to see them at a museum, or show photos or drawings of them. Discuss the aesthetics of scientific work: Have we lost that sense of beauty in modern methods? Why or why not?

Lives of scientists and, in particular, statements or narratives by them will make their work seem more relevant to human concerns. Gallileo's testimony and Einstein's letter to the President about the possibilities of the atom bomb are examples.

ENVIRONMENTAL STUDIES: Here is a real chance to bring in a wide variety of points of view on the meaning and value of our surroundings. A librarian, world studies teachers, and literature teachers could together locate poems, letters, and statements from a variety of cultures to show how different humans perceived the city, the seashore, mountains, plains, factories, etc.

- D. VIEWPOINTS ON U.S. HISTORY: It is especially valuable for American teenagers to get as much outside perspective as possible on their society and its institutions. We live on a large and isolated continent where interactions with foreigners are infrequent. However, more and more social studies resources that provide that needed perspective are becoming available. Extend it even to the frequently taught "strictly" American subjects. Study of the Civil War, for instance, may be enlivened by a latin American point of view. Students may learn much from a Chinese viewpoint on American business habits. With continued exposure and practice, students should be able to evaluate various perspectives, to recognize where they are askew because of misperception of cross-cultural misunderstandings, and to fit their own views and values into a larger framework. A good source is As Others See U.S.

- E. Avoid an extreme relativism in working with points of view. Students should recognize that all points of view are not equally valid for everyone. This tends to become a problem, especially in literature and arts classes, where "appreciation" is emphasized. The subtle arguments a critic uses to show the flaws in a work or to show how ones work is better than another are not always easy for students to grasp. However, it's important to work toward that skill.

Students can keep notebooks of things they particularly like in their reading or in music or the arts - a kind of record of taste. Each item should be accompanied by a brief statement about what the student found appealing. At the end of the term or year, have the class go back over their notebooks to see if they still agree with themselves. Ask them to write counter-statements where they have changed their minds, to explain why. They should see that taste can change and that such changes ought to be communicable.

LESSON 3

MINORITY-MAJORITY COMMUNICATION

OBJECTIVES

Students will:

1. faced with a minority/majority communication problem in their school or community, select a suggestion for improvement from a list of communication methods, and justify their choice;
2. identify at least three factors leading to successful communication or persuasion on the part of a minority group in U.S. history;
3. compare the quality of communication between colonizers and those colonized in a variety of places and historical periods;
4. recognize that ethnic awareness, and pride are growing throughout the world, and assess the advantages and disadvantages of that movement.

TEACHING SUGGESTIONS

- A. Conflicts between majority and minority groups can be found in daily school and community life. A school election may suddenly polarize groups of students. A dispute over local zoning may divide a community if one group feels it is being treated unfairly. Often, these issues are made worse by poor communications. Take advantage of current student interest, and analyze the quality of communication in such situations in class. Work from these questions:

1. What basic points of conflict are there between the groups? Have other issues become involved? Why?
2. In what ways do the groups communicate now?
3. What power does each group have over the other? How does that influence their communication (i.e., through intimidation, fear, self-assurance, etc.)?
4. What particular actions or methods might improve communication here? (Students may consider whatever they think appropriate, such as use of an intermediary, mass meeting, meeting of representatives, making some unrelated exchange to ease current resentment.)

Role play alternative improvement suggestions to make clearer their advantages and disadvantages. Where appropriate, offer the class' suggestions to the actual parties concerned.

- B. Pay special attention to incidents in American history where minority positions are well communicated to the majority, or where the minority persuades the majority. What methods are used? What factors contribute to that success? Students should identify such factors as:

- A strong spokesperson from the minority
- A strong spokesperson for the minority who actually belongs to the majority (for instance, Mark Twain's defense of Chinese workers in the West)
- Minority appeals to the conscience of the majority
- Use of another issue as leverage (i.e., Indians agree to open certain range lands to Whites in exchange for fishing rights they want.

- C. Communications between colonizers and natives are often complex. As the colonizers move from a minority to a majority of the population, communication patterns tend to change. Analyze and compare the quality of communication in a variety of such situations.

Between the Moors and early natives of Spain, for instance, many channels - artistic, political, economic - were open. How does this interchange compare with, say, communication between British colonizers and the Indians of Canada? For easier comparison, use the following categories to fill in factors contributing to better or worse communication:

1. Compatible or opposing cultural habits and values
2. Language problems

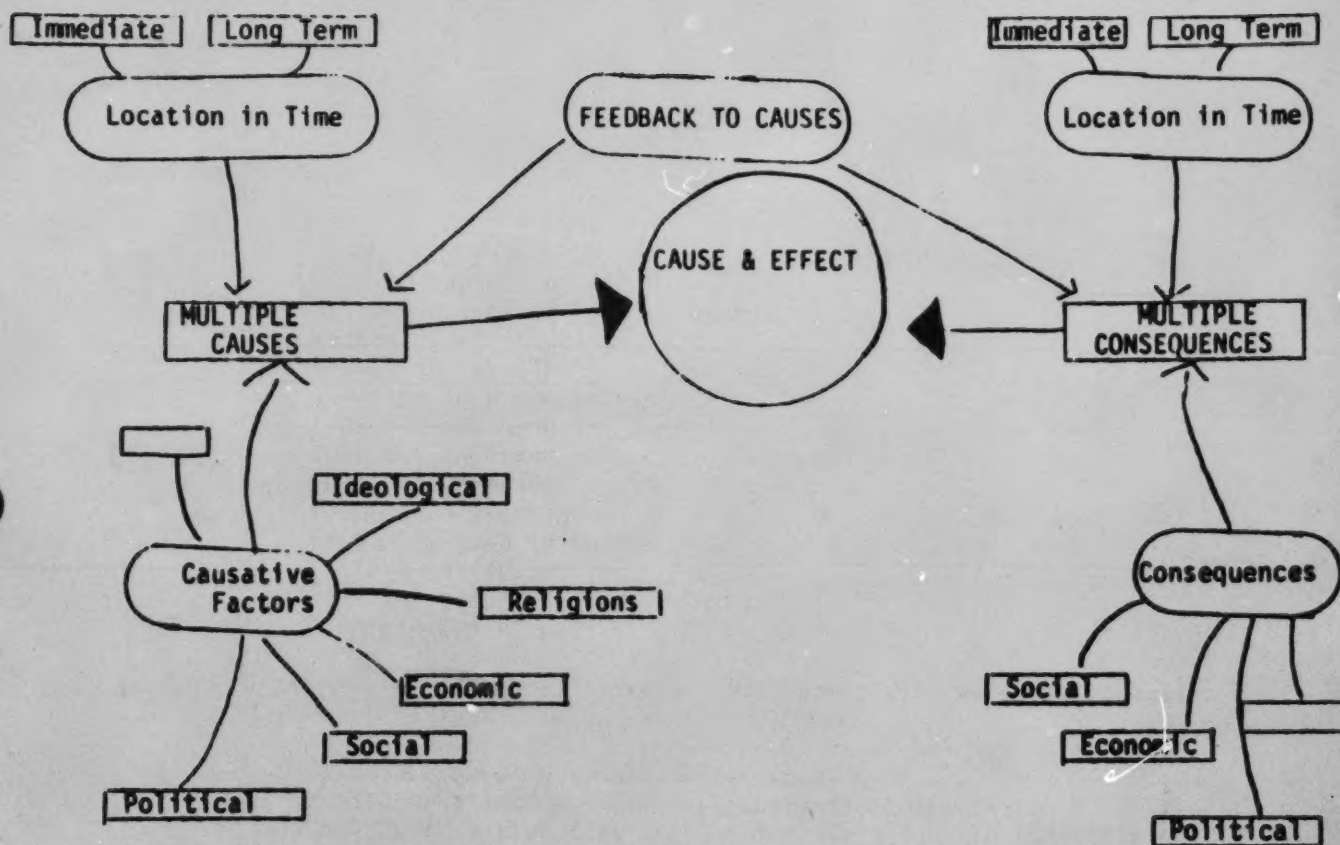
3. Economic interchange
4. Feelings of superiority or inferiority
5. Resentment or guilt
6. Ethnocentrism
7. Government institutions
8. Violent conflict

D. Right now the whole world is involved in a kind of ethnic awakening, as groups seek to discover their own roots and assert their own identity. The movement is discernible everywhere, even in the U.S. and the Soviet Union - where there has been a growing demand for publications in the various languages of the Soviet republics. Using a few samples of this, arrange a class debate around the topic: "The revival of ethnic consciousness is good for the future of the world." Some arguments in the controversy are:

- PRO - People feel better about themselves when they can identify with an ethnic group rather than a hodgepodge nation.
- Minority groups may be able to reach out to one another across the old hostile national boundaries. For instance, American Blacks may help us get along better with African nations. Indians and Pakistanis may find they have more in common by contrast with, say, the Chinese.
- CON - Nation-states may disintegrate into warring factions, unable to cooperate in any way.
- Ethnic identity may increase ethnocentrism and racial hatred may result.

RESOURCES

An excellent way for students to gain vicarious experience in being in the power (majority) position or the weaker position is the simulation game STARPOWER, Simile II, 218 Twelfth St., P.O. Box 910, Del Mar, California 92014. Students who have not experienced the frustrations of being minority group members will gain new insights from having to accept rules made by others.



CONCEPT: CAUSE AND EFFECT

Part II: Narrative

This concept has two major attributes: Multiple causes and multiple consequences. The concept conveys the idea that most events usually have several (multiple) causes and several (multiple) consequences.

The multiple causes attribute alerts us to think of causes in two ways. On the one hand we can think of the "causative factors." There could be many kinds of causative factors for a particular event. The diagram sets forth several factors that a social scientists or historian might consider. On the other hand, we can think of the causes in terms of their location in time. Some causes may be immediate while others are long-range in nature.

The major attributes "multiple consequences" alerts us to think of consequences in three ways:

1. In terms of their location in time - immediate or long term.
2. In terms of the kinds of consequences that may follow from a particular event.
3. In terms of feedback, that is, in terms of how the consequences of an event may in turn have some impact on the original causative factors. For example, corruption in the Roman Catholic Church helped cause the Reformation. One consequence of the Reformation was an effort to clear away the corruption. Thus a consequence can have an impact on the original causative factors.

Part III: Questions

1. What are (were) the causes of this event? (consider factors)
2. What are (were) the consequences of this event?
3. What were the long-term (immediate) causes - or consequences - of this event?
4. What effect (feedback) do certain consequences have on the causative factors?

200

INSTRUCTIONAL OBJECTIVES

CONCEPT: CAUSE AND EFFECT

Introduction Phase Objective

After introducing the concept of Cause and Effect, the student will recognize that every event is preceded by a series of causes and results in a series of effects.

Suggested Activities:

- Given a series of materials (reading materials, materials on wars, revolution), have the students group and differentiate the causes and effects.

Mastery Phase Objective

Given an example of Cause and Effect, the student will be able to write two major questions derived from the concept of Cause and Effect. The answers to these questions should provide a knowledge of Cause and Effect.

At the mastery level, the student will be able to diagram the concept of Cause and Effect. The diagram will present the essential features of the concept in an organized fashion.

At the mastery level, the student will be able to demonstrate an awareness of a value of understanding the concept of Cause and Effect.

EVALUATION ITEMS

CONCEPTS: CAUSE AND EFFECT

Evaluation Items for Cause and Effect:

- Item 1 Problem solving - given a list of items, the student is to organize them in terms of Antecedent factors, Action, and Resulting factors.

<u>Antecedent factors</u>	<u>Action</u>	<u>Resulting factors</u>
1.		1.
2.		2.
3.	The	3.
4.	Crusades	4.
5.		5.
6.		6.
		7.
A. Turkish capture of the Holy Land		
B. Religious zeal of some Europeans		
C. Weakening of feudalism		
D. Desire for wealth		
E. Increase in power of king		
F. Expansion of monetary system		
G. Interest in trade		
H. Increase in trade		
I. Promise of prestige		
J. Growth of town in Europe		
K. Cultural diffusion		
L. Call for help from Pope Urban II		
M. Accumulation of wealth		

- Item 2 Which statement best illustrates the principle of multiple causation of human behavior?

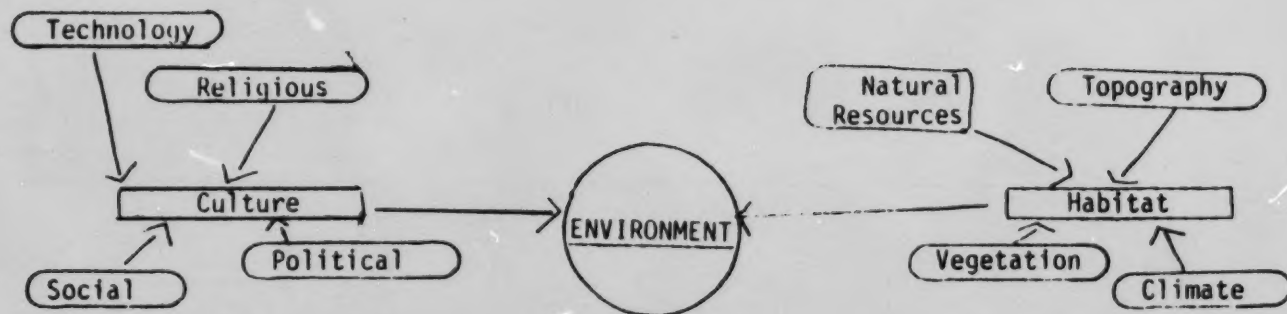
- A. To each according to his or her needs
- B. Environment and heredity are constantly interacting
- C. Geographic differences account for variations in civilizations
- D. Wealth and power go together

- Item 3 From the list below, select one of the problems facing the U.S. For the problem selected, (a) analyze the problem in terms of its possible causes and its effects on American life, and (b) discuss a course of action for dealing with the problem showing how this action attacks the causes or the effects of the problem.

- | | |
|-------------------------|---------------------|
| (1) Alienation of youth | (4) Pollution |
| (2) Crime | (5) Poverty |
| (3) Drug Abuse | (6) Racial Conflict |

- Item 4 What are the main differences between causes and effects.

- Item 5 Working in groups, the students will brainstorm, label and diagram essential components of the concept of cause and effect.



The concept of Environment as diagrammed has two major attributes:

1. Habitat or natural Environment
2. Culture or man-made Environment

HABITAT OR NATURAL ENVIRONMENT

The natural features of environment can be classified as follows:

1. Topography
2. Climate
3. Natural Resources
4. Vegetation

Topography features such things as plains, mountains, valleys, islands and other natural land formations and features which may limit man's development. For example, it is difficult or almost impossible to farm on mountains and plains may leave people open to invasions.

Climate, or the average weather conditions over a long period of time in a given area, affects the way people live and work. Desert conditions definitely limit people's work and lifestyle, as does a rainforest climate. People must then learn how to adapt to their climate in many ways.

Natural resources include various types of soil, forests, animals, minerals, and water. Some of these are renewable while others are not. Forests can be replanted but minerals usually cannot be replaced.

Vegetation is a fourth category of natural features that may exist in a habitat, including types of grasses, trees, and other plant growths.

CULTURE OR MAN-MADE ENVIRONMENT

Culture can be classified into the following:

1. political
2. social
3. technology
4. religion

Earliest man traveled in very small groups of family and clan relationships. He was more interested in hunting and gathering than farming and therefore needed little organized governments. However, as time went on, he settled on the land to form farms, communities and towns for protection and help for the land he had. As these grew, more organization was needed which caused the growth of more complex political units, such as states, kingdoms and countries.

Man is said to be a social being and therefore we see his relationships with other people from the simplistic family units to the more complex societies of our present day. His family was his only concern at first but this soon branched out to the tribal relationship and ultimately to his interest in the nation of which he is a part.

CONCEPT: ENVIRONMENT (Con't.)

Technology is the way in which man chooses to meet his needs by use of tools or other instruments. This has evolved from the simple tools for hunting and gathering, to the more involved tools of agriculture, and finally to the very complex things needed for our industrial society.

Religion is defined as man's way of answering questions of existence and the world around them. He might use a supreme being or beings, spirits, ancestors, or simply a humanistic explanation for all things. These systems, whether simple or complex, are a part of man's way of life.

INSTRUCTIONAL OBJECTIVES

CONCEPT: ENVIRONMENT

Intorduction Phase Objective

After introducing the concept of Environment, the student will be able to understand that environment is made up of the physical or natural conditions and the cultural influence.

Suggested Activities:

1. draw a picture of your house
2. map your neighborhood
3. diorama - house and surroundings
4. show and tell demonstrations
5. role playing (ex. introduce George Washington to your residence - this is where I live and describe the surroundings, etc.)

Mastery Phase Objective

At the mastery phase, the student will be able to show the interrelationship that the topographic features, climatic features, natural resources, and vegetation have on the natural section of the environment.

The student will be able to show how the level of technology, social and political division and religions are cultural elements of the environment.

Given an unfamiliar environment, the student will be able to analyze it in terms of the habitat and cultural components.

Given an unfamiliar environment, the student will be able to write two major questions derived from the concept of environment. The answers to these questions should provide a knowledge of that environment.

As the mastery level, the student will be able to demonstrate an awareness of the value of understanding the concept of environment.

EVALUATION ITEMS

CONCEPT: ENVIRONMENT

Evaluation Items for Environment:

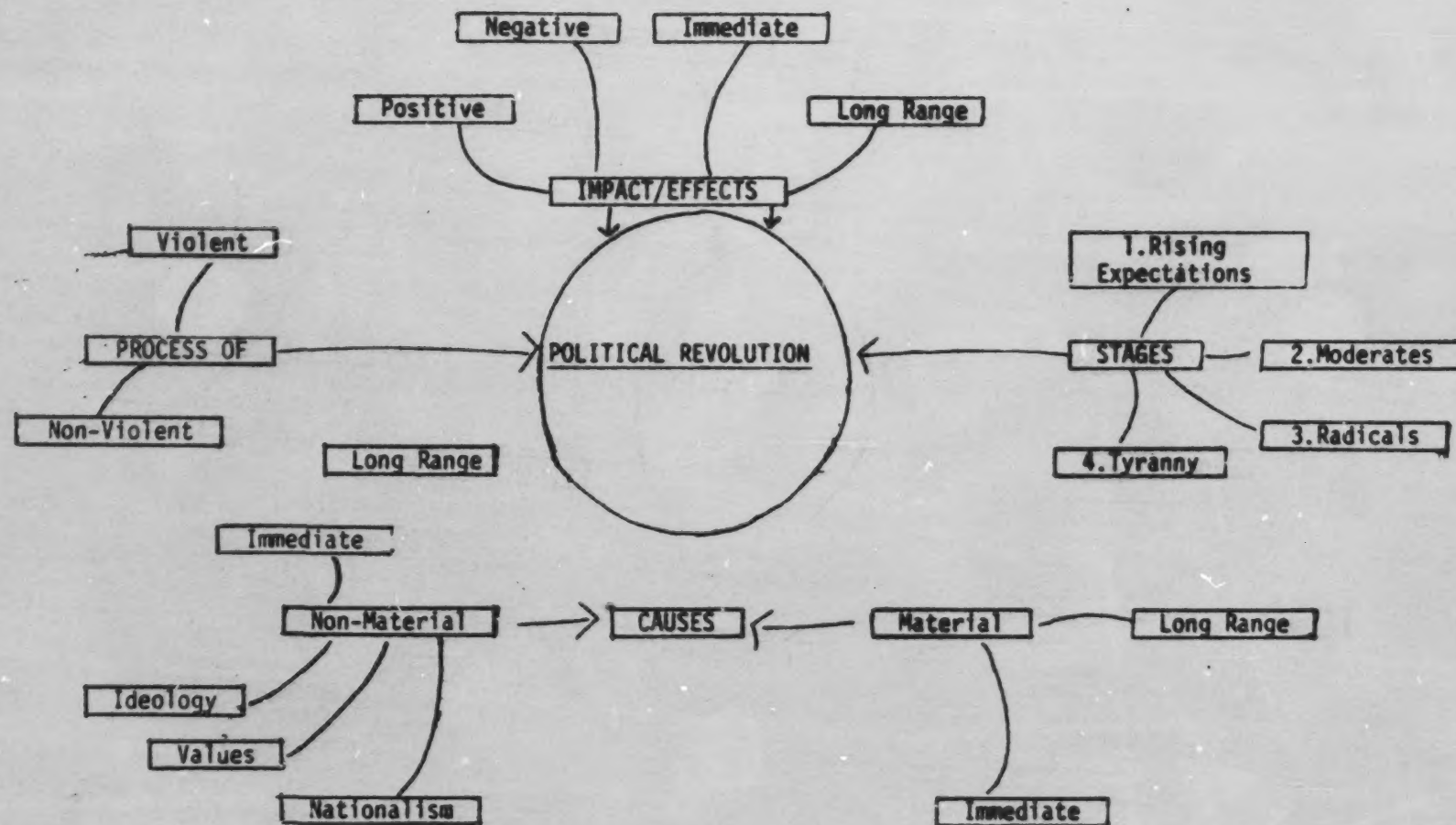
- Item 1 Given a series of pictures or slides, dealing with a particular environment, the student will make deductions concerning its physical and cultural elements.
- Item 2 Working in groups, the students will develop two major questions related to the concept of environment, the answers to which should provide a knowledge of that environment.
- Item 3 Through the process of brain storming, labeling, and diagramming, students working in groups will develop the concept of environment.
- Item 4 List 3 out of 5 types of topographic features which are found in the natural part of the environment.
- Item 5 "Man will use the natural part of his environment in order to meet his basic needs."

This generalization is derived from which of the following concepts?

- a. social division
- b. protest
- c. habitat
- d. scarcity

(Grade 8)

C-89



C-70

(Grade 8)

CONCEPT: POLITICAL REVOLUTION

The concept of political revolution has three major attributes:

1. Causes
2. Process
3. Impact/Effects

A fourth attribute has been diagrammed called stages. This attribute is included because of the intensive study of Crane Brinton's research of the British, French, American and Russian Revolutions. Brinton, like other scientific historians, would not argue that these conditions will always exist whenever and wherever a revolution occurs. However, Brinton does suggest that the probability is high if a revolution occurs in a society similar to those he studied.

CAUSES

A revolution is a type of conflict. Because no political revolution "just happens," a study of the causes is of primary importance to the historian. Causes of political revolutions can be labeled into three general types:

1. material
2. non-material
3. want for POWER

In considering material causes, we have tested long-range aspects - those which have existed over an extended period of time; immediate aspects - those which ignite action; and economic gain by individuals or groups.

In contrast to material causes, non-material causes are listed. Under non-material causes are listed long-range, immediate, values, philosophy, nationalism, and religion.

The third major cause is the want for power or the redistribution of power. Revolutions sometimes occur when one individual or group desired power to influence, change, modify, or in some other way affect the behavior of others.

PROCESS

The second attribute to be considered is the process or direction a political revolution may follow. Political revolutions can either be violent, such as the American Revolution or it can be non-violent. Violence can be in the form of protest, war, an assassination, etc.

IMPACT/EFFECTS

The third major attribute is impact/effects. The impact/effects of political revolutions will be immediate and long-range and positive or negative.

The fourth attribute, stages, has been adapted from Brinton's The Anatomy of Revolution. Scientific historians make deliberate attempts to formulate generalizations which can apply to a large range of trends and events. This group of historians sometimes make very generalized statements which seem to have implications for future events. The following generalizations have been derived by studying the British, American, French, and Russian Revolutions by Brinton which tend to imply possible characteristics of future revolutions.

INSTRUCTIONAL OBJECTIVES

CONCEPT: POLITICAL REVOLUTION

Introduction Phase Objective

After introducing the concept of Political Revolution, the student will recognize the causes and the effects of Political Revolution.

Suggest Activities:

- visual aids - film relating to the revolution and grouping causes and effects of the political revolution
- reading excerpts from sources relating to political revolution and grouping types of causes and effects of political revolution
- role playing - given a role on a 3 x 5 card, the student will role play the following:
 1. the colonists and the British tax collector
 2. home owner, family, quartering of the Red Coats
 3. Boston Tea Party
 4. Paul Revere's Ride

Mastery Phase Objective

Given an unfamiliar example of Political Revolution, the student will be able to identify 4 major questions of the concept of Political Revolution. The answer to these questions should provide the knowledge of the example of Political Revolution.

At the mastery level, the student will be able to apply Brinton's theory to one of the following revolutions:

- a. American b. French c. British d. Russian

At the mastery level the student will be able to diagram the concept of Political Revolution. The diagram will present the essential features of the concept in an organized fashion.

At the mastery level, the student will be able to demonstrate an awareness of the value of understanding the concept of Political Revolution.

- In a revolution state, vocal critics emerge who create a myth about the coming of a Utopian society and decry the evils of the existing regime.
- In revolutionary societies, moderate leaders take over after the old regime is overthrown; the moderates are eventually overruled by extremists.
- When extremists take control of the government during a revolution, a reign of terror ensues.

Part III: Questions

1. What are the three major attributes of political revolutions?
2. What are the three major causes of revolutions?
3. Name a positive, negative, immediate, and long-range effects of a specific revolution.
4. What are the four stages of a political revolution which has been adapted from Crane Brinton?

EVALUATION ITEMS

CONCEPT: POLITICAL REVOLUTION

Evaluation Items for Political Revolution:

- Item 1 Which would be most likely to appear in a motion picture dealing with the French Revolution?
- the release of a man imprisoned under a lettre de cachet
 - a scene in a voting booth
 - a battle featuring armor-clad soldiers
 - a child working in a textile factory
- Item 2 Working in groups, the students will brainstorm, label and diagram the essential components of the concept of political revolution.
- Item 3 A study of violent revolutionary activities since 1945 would seem to support the generalization that:
- revolution always maintains the same ruling classes in power
 - all revolutions during this period have been part of the international Communist conspiracy.
 - victorious revolutions are merely puppets of the major world powers.
 - governments active in behalf of the people's well-being are less likely to experience a revolution.
- Item 4 "Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it."
- The author of this quotation defended the American Revolution on the grounds that in his view:
- cultural diversities necessitated the rebellion.
 - unjust laws were forced on the colonies.
 - mercantilism curtailed the southern economy.
 - religious separatists desired autonomy.
- Item 5 Revolutionary movements have exerted a strong influence in various parts of the world.
- Given specific evidence, show how each of two revolutionary movements have helped to bring about specific changes in one particular nation of the world (a different nation may be used for each revolutionary movement).
- Item 6 Which of the following authors had the least influence on a major revolution?
- | | |
|-------------------------|------------------|
| a. John Locke | c. Emmanuel Kant |
| b. Jean-Jacque Rousseau | d. Karl Marx |

Item 7 (Essay) One generalization concerning political revolutions was developed by Crane Brinton. He believed that political revolutions seemed to evolve through 4 distinct stages:

- Stage 1 - rising expectations
- Stage 2 - revolution controlled by the moderates
- Stage 3 - revolution controlled by the radicals
- Stage 4 - involvement into some form of tyranny

Select two of the following revolutions and show how they either support or refute this generalization.

- a. The French Revolution
- b. The Glorious Revolution
- c. The Russian Revolution
- d. The American Revolution

Item 8 A study of the causes of the American Revolution of 1776, the French Revolution of 1789, and the Russian Revolution of 1917 best supports the generalization that revolution is most likely to occur when:

- a. those in power are resistant to change
- b. a society has a lower standard of living than those around it
- c. a society has become industrialized
- d. stable governments are in power

RESPONSE FORM

1. Do you feel that the overall format of the Concept unit was appropriate for your grade level?
2. Were the lessons appropriate for the development of each concept?
3. What additional help can the concept's task group give you?
4. What successful activity have you developed that would be of benefit in developing these concepts.

Your Name Is _____

Your School Is _____

Your Grade Level _____

215

:11
7/10/79

(Grade 8)

C-76

DISCUSSION SKILLS

INTRODUCTION

In our daily lives, few skills are used and abused more than discussion skills. Mastery of discussion skills is vital to success in almost every endeavor in our lives. Few of us, however, have had systematic training in the development of discussion skills and techniques. An examination of various curricula indicates that no plan exists for the sequential development of discussion skills. Too often we have assumed that discussion is an art with which we are born. Productive discussion requires the use of several skills which must be learned in a sequential fashion.

While we as educators must accept most of the blame for this lack of discussion skills development, it is not difficult to determine why this situation has persisted. We have not addressed ourselves to the need for the explicit and systematic teaching of discussion skills throughout the K-12 curriculum. Our study of the process of learning discussion skills indicated that a student's ability to engage in productive discussion is dependent on a variety of social skills and attitudes.

A student's ability to engage successfully in a discussion is dependent upon his ability to cope with emotions, to engage in listening empathically and affectively, and to demonstrate courteous behavior. A student must also possess a self-concept and have a willingness to contribute in order to participate in a productive discussion. Before discussion skills can be introduced, the students need to develop the social skills needed for human interaction. Much of this work is presently being done on the primary level. By the end of the primary years, the students have begun to develop simple discussion skills and they engage in different types of discussion such as problem-solving and open-ended discussions.

It is the feeling of the Committee, however, that because of the press of other curricula demands, this elementary program of building the necessary social skills along with the systematic development of discussion skills begins to be neglected in the upper elementary grades and, for the most part, on the junior high levels. Yet, interestingly enough, teachers on the senior high level expect the student to have acquired the needed skills prior to the tenth grade.

This basically is the situation which faced our committee. Knowing full well that successful discussion requires mastery of both social as well as discussion skills, the Committee, nevertheless, decided to begin our task with what seemed to be the more manageable - the naming and describing of only those skills which we felt were the most basic to discussion and which could be developed systematically for K-12. Our list of discussion skills is not intended to be a comprehensive list; it is merely a beginning. We recognize that later it will be necessary to identify, describe and sequence the learning of social skills throughout the K-12 curriculum. That task awaits us.

Our present report includes the identification and description of eight basic discussion skills and their subskills. The identification and description of these skills was no easy task and some teachers may disagree with our choices. We will undoubtedly add certain skills as we implement the discussion skills aspect of the curriculum. In the meantime, we have suggested classroom activities which might be used to develop each of these skills, and we have made suggestions for evaluation items and techniques. In no way are these activities intended

to replace the teacher's imagination or creativity. Instead, we hope these suggestions will serve to stimulate new ideas and approaches. We will frequently consult with you as you develop more ideas and materials for teaching discussion skills. An S.O.S. form to be used to exchange suggestions, criticisms, and pleas for help is included at the end of this packet.

SOCIAL STUDIES SKILLS

DISCUSSION SKILLS

- * Grade at which skill is introduced
 --Grade at which skill is reinforced, maintained, extended
 / Grade at which 90% mastery should be expected

SKILL BUILDING SEQUENCE

GRADE LEVEL

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Getting acquainted and establishing trust	*	--	--	--	--	--	--	--	--	--	--	--	--
2. Organizing for action	*	--	--	--	--	--	/						
a. Maintaining order within a group.	*	--	--	--	--	--	/						
b. Introduced to roles of initiator, clarifier, summarizer, evaluator, contributor & recorder.								*	--	--	/		
c. Introduced to roles of encourager & harmonizer											*	--	/
3. Contributing to the discussion													
a. Recognizing the value of contribution	*	--	--	--	--	--	--	--	--	/			
b. Taking the responsibility to contribute	*	--	--	--	--	--	--	--	--	--	--	--	--
c. Responding to other contributions	*	--	--	--	--	--	--	--	--	--	--	--	--
1) Verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
2) Non-verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
4. Active listening													
a. Listening for a specific purpose	*	--	--	--	--	--	/						
b. Listening to perceive differences of opinion and areas of agreement					*	--	--	--	--	/			
c. Listening carefully to be able to paraphrase what someone else has stated					*	--	--	--	--	/			
d. Listening to distinguish between fact and opinion								*	--	--	--	--	--
e. Listening carefully to be able to summarize what someone else has stated											*	--	--
Learning to co-operate	*	--	--	--	--	--	--	--	--	--	--	--	--

SOCIAL STUDIES SKILLS

DISCUSSION SKILLS

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Setting clear goals													
a. Recognizing the issues								*	--	--	--	--	/
1) Stating the issue								*	--	--	--	--	/
2) Identifying the types of issues								*	--	--	--	--	/
(a) Moral of value issues								*	--	--	--	--	/
(b) Issues of definition								*	--	--	--	--	/
(c) Issues of fact and explanation								*	--	--	--	--	/
(d) Legal issues								*	--	--	--	--	/
(e) Disagreement over frame of reference								*	--	--	--	--	/
d. Recognizing the types of discussion								*	--	/			
1) Simple recitation								*	--	/			
2) Inductive questioning								*	--	/			
3) Open-ended questioning								*	--	/			
4) Problem solving								*	--	/			
5) Debate								*	--	/			
c. Recognizing the purposes of discussion								*	--	/			
1) To solve problems								*	--	/			
2) To air one's opinion								*	--	/			
3) To find out what others think								*	--	/			
4) To clarify one's point of view								*	--	/			
5) To re-evaluate one's point of view								*	--	/			
6) To gain feelings of acceptance & belonging								*	--	/			
7) To persuade								*	--	/			
7. Discussion with a direction													
a. Being sensitive to other's responses										*	--	--	/
b. Stating the issue over which there is disagreement										*	--	--	/
c. Pursuing the issues systematically										*	--	--	/

SOCIAL STUDIES SKILLS

DISCUSSION SKILLS

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. d. Making explicit transitional statements											*	--	/
e. Recognizing the relevance of statements to the issue											*	--	/
f. Thinking on two levels													
1) "Taking a stand" and defending it											*	--	/
2) Being aware of the discussion process and student's role in it											*	--	/
8. Arriving at a conclusion													
a. Reaching a majority opinion	*	--	--	/									
b. Recognizing the four types of conclusions								*	--	--	--	--	/
c. Reaching a consensus											*	--	/

Eight Basic Skills and Their Importance in Discussion

1. Getting acquainted and establishing trust

In order for a group to function well, it is important for all members to get acquainted and establish trust so that each person feels comfortable with that group.

2. Organizing for action

Maintaining order within a group is a basic skill that needs constant attention and reinforcement. Initially, the process is teacher-directed. As the students become proficient in this skill, they should be encouraged to become self-directing in small groups at first, aiming at total class involvement and self-direction.

Hopefully by grade seven, the students have had experience with the various roles necessary for having a good discussion and would now be ready to recognize and to perform these functions:

INITIATOR - gets the discussion underway, helps the group organize itself, keeps the group moving steadily toward its goal

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate)

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion

By grade ten, the more sophisticated roles of encourager and harmonizer may be introduced.

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly

HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

3. Contributing to the discussion

a. Recognizing the value of all contributions

Group members need to learn that in trying to arrive at an answer to a question they must elicit contributions from every member and consider all contributions carefully.

b. Taking the responsibility to contribute

The student must individually decide what knowledge he wishes to contribute and when he wishes to contribute it. The pieces of information come from the student's own store of knowledge.

c. Responding to other contributions

(1) Verbal

Students must become aware of what others are saying and react to those contributions. Keeping to the point is essential for good discussion. The results of the discussion should be a combination of ideas - a group product.

(2) Non-verbal

Whenever two or more people interact, they send and receive messages, both verbally and nonverbally. Our non-verbal behavior may be as communicative as our verbal behavior.

4. Active listening

a. Listening for a specific purpose

b. Listening to be able to perceive differences in opinion and to perceive areas of agreement

c. Listening carefully to be able to paraphrase what someone else has stated

Before a student can constructively contribute to another's comments, he must thoroughly understand the other's position. Therefore, it is important that the student learn to restate what was said before he responds to it.

d. Listening to distinguish between fact and opinion

e. Listening carefully to be able to summarize what someone else has stated

If a discussion is to progress toward a meaningful conclusion, the participants need to be able to discuss and digest only the salient points. The student needs to learn to make a statement of the main points of the substance of the discussion.

5. Learning to cooperate

Members of classroom groups need to be encouraged to work with one another, instead of against one another, in accomplishing their goals. In group discussion, co-operation consists of drawing others out instead of arguing with them, sharing information, and assembling all contributions into a group product.

6. Setting clear goals

A. Recognizing the issues

(1) Stating the issues

One of the first challenges of discussion is to sort out how many different things are being said about the topic. There is a need to identify the points of agreement and disagreement. This allows the participants to focus on the topics and to pursue them systematically. To state issues clearly, it is useful to translate into questions the main positions or opinions that the participants have. Students should be able to state clearly what the main issue of the discussion is. Prior to seventh grade, the committee feels the teacher takes the responsibility for stating the issue.

(2) Identifying the types of issues

(a) Moral or value issues - "goodness or badness" based on certain moral principles. Where there are two conflicting values in a discussion, one must be violated regardless of which policy stand is taken. An effective way to point this out is through the use of familiar situations similar to the situation being discussed. Use of familiar situations forces the discussant to do two things:

- 1 - See that there are at least two competing values.
- 2 - Show why we may uphold a value in one situation and yet reject the same value in a similar situation.

(b) Issues of definition - a "labeling problem"

- 1 - Deciding which examples should or should not be classified under a controversial label ("Communist")
- 2 - Selecting general criteria in a definition
 - a. Stipulation - simply agreeing to use a word consistently in a specific way
 - b. Use of an authoritative source - a dictionary

- (c) Issues of fact and explanation - disagreements about the descriptions or explanation of events. For example, "Man is a warlike animal" might be viewed by one person as being a fact while another might see it as being opinion.
- (d) Legal issues - usually a combination of value, definitional and factual questions. The first issue in a legal question is whether or not a particular action can be classified as falling under an existing law. It then becomes a question of defining whether the act in question is covered by an existing law. Application of the law usually carries with it a sense of fairness. Concepts such as fairness, impartiality, and avoidance of cruel and unjust punishments are clearly value judgements.
- (e) Disagreement over frame of reference - the way different people look at the world. The way people come to see the issues in a case is determined by their frame of reference, the most important values and beliefs that influence how they look at the world. For example, the proposed building of a new school might be viewed quite differently by a school child, a teacher, a taxpayer and a custodian.

B. Recognizing the types of discussions

For discussion to be successful, all members must know at all times what the goal of their interaction is. There are several types of discussion. Most types may be used on the elementary level, even if they are not specifically named. However, at the junior high level, the student should be aware of, and be able to identify, the five basic types of discussion. These are:

- (1) Simple recitation - student answers questions asked by teacher and other students.
- (2) Inductive questioning - student develop an idea as the result of careful, organized questioning by the teacher.
- (3) Open-ended questions - encouraging the students to think and to value their own ideas as well as the ideas of others - no right or wrong answers.
- (4) Problem solving - attempting to reach student consensus, not just sharing ideas.
- (5) Debate - a structured exchange of two opposing sets of ideas, carried on under a set of rules.

C. Recognizing purposes of discussion

In addition, there are many purposes for discussion. The teacher may find it desirable to make the purpose of the discussion clear at the beginning. Hopefully during the junior high years, the student should understand and be able to interpret the seven basic purposes of discussion:

- (1) to solve problems
- (2) to air one's opinion
- (3) to find out what others think
- (4) to clarify one's point of view
- (5) to re-evaluate one's point of view
- (6) to gain feelings of acceptance and belonging
- (7) to persuade

7. Discussing with direction

An effort to produce clarity in a "disciplined discussion" depends upon factors such as listening, responding to the issue, and trying to keep on the track.

- A. Being sensitive to other's responses - developing sensitivity to what others are saying. The student should be able to recognize sensitive and insensitive conversation.
- B. Stating the issue over which there is disagreement - this is necessary when the participants throw in too many opinions and there is much disagreement. The student needs to develop the ability to summarize the nature of the issue over which there is disagreement - this provides focus and direction for the discussion. A good way to do this is by stating the issue in question form.
- C. Pursuing the issues systematically and with some degree of continuity - sticking with the issue long enough to deal with its problems thoroughly.
- D. Making explicit transitional statements - making explicit the changes of transitions of the issues in a discussion.

When someone chooses to change the issue under consideration, he must make an explicit transitional statement, explaining why a change of issue at that point would move the discussion forward.
- E. Recognizing the relevance of statements to the issue - determining whether or not a particular statement is related to the issue under consideration.

Challenging the relevance of a statement is a way of pressing toward greater continuity - systematically focusing on one issue at a time.

F. Thinking on two levels - discussant thinks on two levels at the same time:

Level #1 - He has to "take a stand" and think of reasons to defend it.

Level #2 - He has to be aware of the "discussion process" itself and his role or roles in it. For example, Am I responding to others' contributions? Am I actively listening? Am I sticking to the topic?

8. Arriving at a conclusion

Not all types of discussion result in a group product; it depends on the purpose of the discussion. The four types of conclusions are

- a. Open-ended - each member comes to an individual conclusion in his own mind.
- b. Authoritarian decision - a power figure imposes his conclusion on the whole group.
- c. Majority-minority opinion - a group product which reflects the best to which all members can contribute.
- d. Consensus - when the group arrives at a decision to which all group members can concur or support.

Table of Contents - Activities and Evaluations
for
Grade 2

	Page #
I. Getting Acquainted and Establishing Trust	D-13
II. Organizing for Action	D-13
III. Contributing to the Discussion	D-13
IV. Active Listening	D-14
V. Learning to Co-operate	D-15
VI. Setting Clear Goals	D-15
VII. Discussion With a Direction	D-15
VIII. Arriving at a Conclusion	D-15

GRADE EIGHT

I. Getting acquainted and establishing trust

Activity 8

The teachers should assemble the following materials:

1. sheets of paper - one for each student
2. string and scissors
3. felt tipped pens

PROCEDURE:

1. Distribute materials and ask each student to make a sign by doing one of the following: (allow 5 min.)
 - a. draw animal which best represents himself
 - b. list adjectives which best describe himself
 - c. draw a picture of himself
2. Ask each student to wear his sign
3. Each student walks around room - silently observing other pictures (5 min.)
4. After 5 minutes they are allowed to ask questions about the signs.
5. After returning to his seat, each student is asked to say one thing he or she learned about someone else from looking at his sign.

Structured Experiences for Human Relations Training, Vol. III,
Pfeiffer and Jones, University Associates, LaJolla, California,
1974, pages 3-5.

Activity 8

The teacher distributes group conversation starter sheets and pencils. Students fill out their sheets individually. Participants should share experiences rather than opinions. The group then sits in a circle and shares information on the sheet. The teacher should encourage them to recognize similarities.

Group Conversation-Discussion Starters

1. Other people usually...
2. What I do best is...
3. Anybody will work hard if...
4. People think of me as...
5. When I let go...
6. School can be...
7. Nothing is so frustrating as...
8. People who run things should be...
9. I miss...
10. The things I like about myself are...
11. There are times when I...
12. I would like to be...
13. When I have something to say...
14. As a child I...
15. The person I liked best was a person who...
16. It is fun to...
17. It is very easy for me to...
18. Ten years from now, I...

Activity 8

Divide the class into pairs. Instruct each pair to find out as much as possible about each other in about twenty minutes. Have each partner introduce the other to the class.

Structure Experiences for Human Relations Training, Vol. II, page 4.

Activity 8

Divide the group into an inner circle and an outer circle. Have one circle move around so each person spends a few minutes getting acquainted with each person in the other circle. Give the students a particular assignment such as:

1. How would you spend \$50?
2. "My favorite and least favorite foods"

Activity 8

Divide the students into groups of two. Blindfold one member. Other member must lead partner around room or school.

Evaluation Items

After the group has had a chance to perform, the class as a group can discuss:

1. What questions did you use which helped you to get acquainted?
2. What attitudes do you feel are most conducive to getting acquainted?
3. How did your reactions influence your interviewer?
4. How did your feelings change toward your partner from the beginning of the interview to the end?

II. Organizing for Action.

Activity 8

Pre-Activity Instructions

The teacher will carefully explain the function of each of the following roles: initiator, clarifier, summarizer, and evaluator.

1. Initiator
 - a. helps start discussion
 - b. organizes group
 - c. introduces new ideas
 - d. raises new questions
2. Clarifier
 - a. asks for additional information
 - b. requests definition of vague terms
 - c. raises questions about previous contributions

3. Summarizer

- a. brings group up to date on their progress
- b. indicates where they stand on the issue
- c. points out areas of agreement and disagreement

4. Evaluator

- a. keeps group posted on how well they are attaining their goals
- b. points out weaknesses in process

Teacher will also need to prepare cards labeled "Contributor" for each of the other members of the class.

Activity 8

The teacher presents the class with a controversial issue and distributes cards which indicate the following roles:

1. initiator
2. clarifier
3. summarizer
4. evaluator
5. contributor - most of the class
6. recorder

The students are instructed not to tell anyone the role to which they have been assigned; they are to reveal it through their behavior during the discussion. After the discussion, the class tries to guess who was playing each role.

Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford, Citation Press, New York, 1969, page 42.

Evaluation Items

Repeat the above procedure with a new topic. Have each group member write down the names of persons who they think have been assigned each role.

1. initiator
2. clarifier
3. summarizer
4. evaluator

Variation - tape the discussion and play it back to evaluate the roles.

Activity 9

Students are seated in a circle with the teacher standing outside the groups. Only the following directions are to be given:

"You are to calculate the average height in feet and inches of the members of this group. If a member does not know his exact height, he may give an estimate. The group must agree on the answer and appoint someone to submit it to the teacher."

The teacher then steps away and does not talk to the group until the problem is solved. This activity can be started with small groups working toward larger groups. The gam can be repeated using variations in the problem.

Learning Discussion Skills Through Games, by Gene Stanford and Barbara Dodds Stanford, Citation Press, New York, 1969, page 22.

Evaluation Item

At the conclusion of the activity, the class should discuss the following questions:

1. What slowed the group down?
2. What problems did it have in organizing?
3. Did anyone take over leadership?
4. Is that good or bad?
5. Was a leader needed?
6. What responsibility did each member have?
7. How could the group solve the problem faster next time?

III. Contributing to the discussion

A.. Recognizing the value of all contributions

Activity 8

1. Unlimited number of players - maximum of 30
2. Time - approximately 30 minutes
3. Materials - 3 large pictures mounted on oak tag or heavy cardboard. Cut each picture into a jigsaw puzzle of 10 pieces.
4. Procedure - divide the class into 3 groups. Each member of a group takes a piece of a puzzle from a centrally located container. Without talking, they are to cooperate in assembling the puzzles in the shortest time possible.

Evaluation

If the puzzle is completed, the teacher can be certain that some kind of cooperation took place. The degree to which each member contributes may vary.

B. Taking the responsibility to contribute

Activity 8

1. Unlimited number of players - typical class size
2. Time - class period
3. Procedure - the teacher announces that the class will take part in an open-ended discussion. The purpose of the game is to win the most points. The teacher divides the group into two pairs. For the first contribution, a team gets 2 points; for every subsequent contribution from an individual, the team gets 1 point. At the end of the discussion, limited by time, the team with the most points wins. Any team which has total involvement, gets a bonus of 10 points.

Evaluation

The committee believes that success at performing this activity indicates the students are beginning to master this skill. If both teams earn bonus points for total involvement, the teacher can assume that the skill is understood.

Replay the game for evaluation.

C. Responding to other contributions.

1. Verbal

Activity 8

Have one group act out the following dialogue. The class has to listen and pick out which people went off the subject. For discussion purposes, a copy of the dialogue should be available for each student.

Dialogue

Question to be discussed: Should talking be unlimited in study hall?

BILLY: It would help me to understand my math if Joey could explain our homework assignments to me. Joey understands math. When I ask permission to talk, the teacher gives us only 2 minutes. Joey needs more than 2 minutes to explain to me and I need him to watch me do the first problem. This takes at least 10 minutes. After all, study hall is supposed to help us get our work done.

SUE: If you would listen during math class, you wouldn't need any help.

MARY: Billy's right. When I was absent, I needed Martha to help me on our social studies project, but we couldn't talk longer than two minutes.

JEAN: When people talk in study hall, it disturbs me.

SUE: Billy never pays attention in any class. If he talks in study hall, he'll just fool around.

ROBERT: Don't forget Mrs. Jones has the job of keeping out study hall orderly. She can't give everyone permission to talk all the time.

BILLY: If I talk quietly and don't bother anyone, why would it upset Mrs. Jones' study hall?

SUE: You just don't like Mrs. Jones, Billy. You haven't liked her since she sent you to the rear of the cafeteria line!

JEAN: I only have one study hall a week and our room is too crowded for me not to hear you.

- MARY: Maybe we could ask Mrs. Jones if those that need to talk could work in the back of the room quietly and those people who need silence could work in the front of the room.
- SUE: If you're going to ask for this, why not ask if we can eat candy in study hall too?
- BILLY: Mrs. Jones won't let us eat candy anywhere.
- JEAN: Mrs. Jones always helps me with my homework. You shouldn't say bad things about her, Billy Smith!
- BILLY: Well, all the teachers like you.
- SUE: The teachers would like you, too, if you wouldn't get into trouble all the time.

THE BELL RINGS.

Evaluation item

One example of teacher evaluation would be a multiple choice test based upon a dialogue. Using the above dialogue, answer these questions:

1. Who tried to bring the discussion back to the topic?
a. Billy b. Sue c. Mary
2. Who suggested a means of compromising?
a. Billy b. Jean c. Mary
3. Who is speaking when the conversation completely goes off the subject never to return?
a. Mary b. Sue c. Jean

2. Non-verbal

Activity 8

Prior to the discussion the teacher selects five students privately to be actors. He instructs the students to perform a specific non verbal gesture during the discussion. For example:

- a. shaking the head in disagreement
- b. nodding the head in agreement
- c. smiling at each contribution
- d. pencil tapping
- e. chair rocking
- f. etc.

233

The actors are further instructed to take note of how their behavior influences the discussion of other students.

Following the discussion, the teacher tells the class that certain members were acting. He then invites the class to try to guess who the actors were and to comment on how their actions affected the discussion.

IV. Active Listening

- A. Listening for a specific purpose - (this skill should have been mastered by grade 6).
- B. Listening to perceive differences in opinion and to perceive areas of agreement.

Activity '8

- 1. Class-size - unlimited
- 2. Time - 20-30 minutes
- 3. Procedure - the teacher introduces two opposing points of view. (Stands on political issues would be good.) Let one student give each point of view. Students then list ways in which the two positions are different.

Evaluation

The following accounts could be taped and played to the class.

Following the first playing of the tape, the students should answer the following questions:

- 1. How are these two accounts alike?
- 2. How are they different?
- 3. Why do you think that they are different?
- 4. Who do you think wrote the first account? The second account?
- 5. Why?
- 6. Which account do you think is more accurate? Why?
- 7. Which author supports his statements with facts? Gives specific examples?
- 8. Read other accounts on the treatment of slaves, and write a paragraph in your own words about how the slaves were treated. How do your conclusions compare with the accounts written by the two authors above?

ACCOUNT I

All colonies had regulations to govern the slaves' behavior. These regulations were called Slave Codes. The purpose of the codes was to control the slaves in order to keep them from starting rebellions. The codes in colonies where there were large numbers of slaves were generally more severe than the codes in colonies where there were fewer slaves.

Under the slave codes, blacks were not allowed to own property or weapons. They could not buy or sell goods, or leave the plantation without permission of their master. In towns and cities, blacks were required to be off the street by a specified hour each night. A slave could not testify in court against a white person. A slave who was charged with a crime against a white person was therefore unable to defend himself. Any slave who violated the laws was likely to be severely punished, perhaps even by death.

Slaves in the South were not allowed to marry. Sometimes they were not even allowed to choose their own mates. Children could be separated from their parents when the parents or the children were sold to a new owners. Some children born to slave mothers had white fathers. These children were classified as slaves.

ACCOUNT II

Slave treatment. While there were some incidents involving the abusing of slaves, public opinion and state law generally assured the slaves of good treatment. Plantation owners usually cautioned their overseers against using brutal practices. Naturally, there were some abuses on large plantations, especially when the owners did not live on them. Most people, however, favored kind treatment of slaves.

The courts were especially watchful in the interest of the slaves. In 1818 the state supreme court freed two slaves who had been sold...by a resident of Indiana. Also, a...white man was sentenced to hang for murdering a slave in 1821.

A planter usually took a keen interest in his slaves, attending to both their spiritual and their physical needs. It was the planter who ordinarily assumed the responsibility for the souls of his slaves. Sometimes "Sunday Schools" were held on the plantation by the planter's wife, and the Negro slaves usually attended their master's church, where they sat in a "slave gallery."

- C. Listening carefully to be able to paraphrase what someone else has stated.

Activity 8

1. Group size - unlimited
2. Time - one to two class periods
- c. Procedure
 - a. Teacher explains that class is to discuss a controversial topic.
 - b. Rules - student number two must paraphrase what student number one said before he may respond to student number one. Student number three paraphrases student number two before he gives his opinion about what number two has said.

Evaluation item

For evaluation, we recommend the discussion be taped and that the class answer these questions after listening to the tape.

1. Did you notice any times when a member ignored the previous contributions and presented a new idea?
2. What is likely to be the cause of failing to respond to previous ideas (not listening carefully, not trying to see relationships, or being too concerned with one's own new idea)?

D. Listening to distinguish between fact and opinion

Activity 8

The teacher reads each of the following four dialogues and the students determine through discussion whether the dialogues are based on fact or opinion.

1. TOM: Do you remember when the United States came into World War II?
- DICK: Wasn't it after Germany invaded Russia in the fall of 1941?
- HARRY: No, it was after some big sneak attack in the Pacific. We went to war first against the Japanese.
- TOM: Oh, sure, it was Pearl Harbor. Where is that?
- DICK: In Hawaii.
- HARRY: When was Pearl Harbor Day?
- TOM: December 7, 1941.
- DICK: Then that must be when we went to war.
-

2. JOE: We just have to get the gangs and criminals off the streets.
- JILL: What makes you think there are so many gangs on the street?
- JOE: Look at all these racial demonstrations. They're nothing but gangs of hoodlums.
- JILL: That's nonsense. They're oppressed minorities looking for equal treatment under the law.
- JOE: They're gangs.
- JILL: You mean they're the same as people who roam the streets stealing cars and committing vandalism?
- JOE: No, but they have the same effect. They scare the poor little guy who just wants to be left alone.
- JILL: Well, let's treat your two "gangs" as two different groups. We'll call one "civil rights gangs" and the other "outlaw gangs."
- JOE: That's all right with me, and I'm against both.
- JILL: Now you tell me why you're against civil rights "gangs".

3. AL: We've simply got to increase our aid to poor people or we're going to end up with riots and all kinds of social unrest.
- HERB: But handouts aren't any solution to the problem. We have to change our attitudes toward them.
- AL: You mean you're against helping poor people?
- HERB: No. It's just that they have to be given the opportunity to attain self-respect, and the dole is not the way to do it.
- AL: Well of all the arrogant, selfish attitudes! Jack, what do you do with someone who has no feeling or compassion for poor people?
- JACK: Well, it's probably that Herb has never been poor himself.
- AL: That's right.
-

4. JOE: Cincinnatus and Homer were started at the same time.
- FRED: What do you mean? Homer was the first township to be settled.
- JOE: Are you sure? I thought they were both among the early townships in Cortland County.
- FRED: That's true. Let's look up the settling date of both Homer and Cincinnatus to be sure.

Evaluation Item

1. Class size - unlimited
2. Time- 15 minutes
3. Procedure
 - a. Teacher distributes fact or opinion answer sheets to each student. (Answer sheet is a plain sheet of paper numbered from 1 to 8)
 - b. Teacher then reads letter (students do not have a copy - they are listening).
 - c. As teacher re-reads letter, students determine by listening whether or not each statement is a fact or opinion. They then write fact or opinion after the appropriate number on their answer sheet.

Dear Brother Ephraim,

You letter came by the mail-stage today. (1). I'm glad you've sold the home place, now that father and mother have gone. (2). I'm happier still that you and Elizabeth have decided at last to leave New Hampshire and try our western country.

(3). Your route to Albany is best by way of Springfield, Massachusetts. From there to Schenectady you'll take either Mr. Beal's or Mr. Hudson's stage, though I recommend Mr. Beal's and a stop overnight at his fine tavern in Schenectady. (4). A dirtier city on God's footstool you never saw. (5). There is a new college there, Union College.

At Canajoharie I want you to walk along the towpath of the Inland Lock and Navigation Company's canal there for two reasons. (6). First, because you'll see God's handiwork as you never saw it before. What river and what giant waterfall cut through those rocks and left those vast pot-holes high above the canal and the Mohawk which flows there today. Also I want you to see Inland Lock and Navigation Company's canal. (7). Twenty-five hundred feet of it was cut through solid rock.

(8). Ephraim, the land development is God's miracle worked before our eyes and you're coming just in time to partake of it!

Your brother,

Eliphalet Stark

New York State: Our Cultural Heritage, Lawrence J. Pauline, Cambridge Book Company, New York, 1971. p. 134-135.

V. Learning to Co-operate

Activity 8

1. Three people in a group
2. Materials - scissors, glue, construction paper
3. Purpose - to construct a house using these materials
Each group member owns one of the materials and is the only person to ever use it.
4. Completion of the house and group discussion of problems as a follow-up activity provide a form of evaluation.

VI. Setting Clear Goals

A. Recognizing the issues

* NOTE to the teacher - for additional information you may want to refer to Taking a Stand by Oliver and Newman

Activity 8

Pre-activity instruction

The teacher should use the lecture method to present to the students the importance of stating the issues and the various types of issues such as:

1. moral or value issues
2. issues of definition
3. issues of fact and explanation
4. legal issues
5. issue disagreements over frame of reference

The purpose of this instruction is to acquaint the student with the fact that there are different types of issues. The teacher should make every effort to identify the different types of issues as they arise in class discussion.

Activity

The teacher may want to use the dialogues listed under the next skill - Recognizing types of discussion - for the purpose of identifying the various types of issues.

B. Recognizing Types of Discussion

Activity 8

The teacher should use the lecture method to present to the students the various types of discussion. (You may want to refer to Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford p. 10-12)

Types of Discussion

1. Simple recitation
2. Inductive questioning
3. Open-ended questioning
4. Problem solving
5. Debate (not introduced until 8th grade)

*NOTE to the teacher - the committee does not expect formal debate to take place in eighth grade, however, we do feel that they can participate in a structured discussion using the rudiments of parliamentary procedure.

We encourage cooperation with the English Department in this area.

Evaluation Item

The student should read each of the following dialogues. He should be able to identify each of the various types of discussion.

- a. Simple recitation
- b. debate
- c. problem solving
- d. open-ended
- e. inductive questioning

TEACHER: We are now ready to begin study of the chapter in our textbook entitled, "Two Revolutions that Threatened the Old Order," which was your assigned reading for today and tomorrow. But since in this course we have not yet considered seriously the meaning of revolution, I propose that we treat the subject more broadly than does this textbook chapter. This means we may want to re-read some material which has come before and some which comes later, as well as dip into other kinds of resource material. Class, what do you think will be served by studying the subjects of revolutions?

BOB: We should understand revolutions better.

TEACHER: What do you mean by understand?

BOB: I mean what we have meant all year by the term. To understand a statement means to see its relatedness to other statements - like facts to theories and theories to facts - and also to have an idea as to the use to which the statement can be put outside of the school.

JOE: Yes, but to carry it further - to understand a concept like revolution means to be able to identify specific cases that have occurred and to describe the characteristics of a specific case so that if you encounter a new instance you will know how to classify it. If you know that a new happening is a revolution, you should be able to predict or forecast the results of behaving toward it in a given way.

MARY: I would think the best way to define revolutions is to say they are what Communists start.

TEACHER: Do you think people like Thomas Jefferson, John Adams, Patrick Henry, and Thomas Paine were Communists?

TEACHER: Today we are going to discuss opposite sides of an issue. The rules of courtesy will hold during the discussion. The topic is "Resolved: That Capitol Punishment Should Be Carried Out Against Convicted Murderers."

JOE: My team says it is alright for the state to punish someone by killing him.

MARY: My team says it is wrong for anyone, including the state, to kill anyone for any reason.

TEACHER: How did the attitude of the Iroquois toward land ownership differ from that of the white settler?

TOM: The white settler believed that he could buy and sell land; but the Iroquois believed that the land was the property of the whole tribe.

MARY: The Iroquois believed also that the land was the gift of the Gods and that it was there for the use of everyone. An Iroquois could no more think of selling his land than he could think of selling the air.

TEACHER: Very good! We seem to understand the idea.

- BOB: Next week is Mrs. Smith's birthday and we, as a class, should give her a party. How should we go about it?
- SUE: Let's pass around a sign-up sheet and have people sign up what they will bring.
- BETH: How will we know that we won't end up with two hundred paper plates and nothing to put on them?
- SUE: Maybe a couple of us could make a list of what we will need for the party and then people could sign up for which of those items they could bring.

-
- TEACHER: Today we want to come up with as many ideas as possible why it is a good idea to spend tax money for space exploration. I'll write them on the board as you give them to me.
- HANK: We should explore space because we might find needed raw materials on one of the nearby planets.
- JOE: Don't forget, if the world's population keeps growing, we may need to find a place for colonization to get rid of some of our excess people.
- LISA: I think it is good for people to explore the unknown because it keeps them interested in the future.
- RON: Maybe we will find life in outer space.
- HANK: Maybe those aliens will be far enough advanced that they will have answers for some of our problems.
- JOE: I know that I want to be able to travel in space myself in a few years and I want them to be able to have regular space travel.
-

C. Recognizing the purposes of discussion

Activity 8

The teacher should use the lecture method to present to the students the various purposes of discussion. (You may want to refer to Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford, p. 15-16.

The purposes of discussion

1. To solve problems
2. To air one's opinion
3. To find out what others think
4. To clarify one's point of view
5. To re-evaluate one's point of view
6. To gain feelings of acceptance and belonging

Evaluation item

After presenting the purposes of a discussion, the teacher may give this matching quiz as a quick evaluation technique.

1. A student tries to get his test grade changed
2. Three people work together on a crossword puzzle.
3. A man writes a letter to the editor.
4. A group of teens use the same phrases, "rip off", "cool," "Grass."
5. After talking with the juvenile officer, a group understands the need for a curfew law.
6. Three g ls talk about a singing groups' new record.
7. After saying he didn't like Jaws, a boy gives his reasons.

- a. to solve problems
- b. to air one's opinion
- c. to find out what others think
- d. to clarify one's pont of view
- e. to re-evaluate one's point of view
- f. to gain feelings of acceptance and belonging
- g. to persuade

VII. Discussing with direction (not introduced until 10th grade)

*NOTE to the teacher - please refer to the Teacher's Role section (page D-29).

VIII. Arriving at a conclusion

A. Reaching a majority opinion

Activity 8

The group is presented with a problem. For example, "Imagine you are cast ashore on a desert island with nothing but a belt. What can you do with a belt? You may use your imagination to come up with any ideas." A secretary records the ideas. At the end of the pre-determined period of time, the group stops coming up with new ideas and begins discussing which of the ideas is best.

Variation - two groups might have worked to come up with two separate lists of ideas. The groups might then combine to discuss which of their ideas is best.

Structured Experiences for Human Relations Training,
Vol. III, University Associates, LaJolla, California,
1974, page 14.

Evaluation item

Pass out a check sheet to every student.

1. Were your ideas included in your group's list? _____
2. Do you agree with the group's list? _____
3. Did you contribute? _____

4. Do you think your group could ever have reached a single conclusion?
Why or why not? _____

5. What do you think are the biggest problems a group has in reaching a conclusion? _____

B. Recognizing the four types of conclusions

Activity 8

The teacher is encouraged to present in a lecture the various ways in which a discussion may be brought to a conclusion. The following is a list of means of concluding a discussion:

1. open-ended
2. authoritarian decision
3. majority-minority vote
4. consensus - when the group arrives at a decision that all members of the group can agree with or can support.

Evaluation item

After lecturing on the various types of conclusions, the teacher could pass out sheets of examples of conclusions to have the student identify the various types. Examples:

1. You are all talking and not listening to each other. If you can't work together, we will stop this discussion and go on to our map work.
2. The results of our vote are as follows: twenty-four of you want the unit test on Monday, six of you want the unit test of Friday, and four of you don't care. Our test will be on Monday.
3. Then we are all agreed that it is necessary to have rules for team play.
4. Because the bell is about to ring, let's end this discussion.
5. We now have a board full of reasons why roads were important to the development of civilization.

C. Reaching a consensus

*NOTE to the teacher - although this skill is not formally introduced until grade ten, it is the most desirable discussion conclusion. Students in earlier grades, however, may exhibit the ability to reach a consensus. Whenever this occurs, the term consensus should be introduced.

Teacher's Role

The teacher's role in conducting a discussion is an extremely important one for which few of us have been adequately trained. Not only is the teacher responsible for teaching the students the skills necessary for discussion but he or she must be skilled in discussion.

Prior to a discussion the teacher must establish an atmosphere that fosters an open interchange of ideas. This can be done through room arrangement (informal, so that students can see other, with the teacher as a member of the group), teacher attitude, and activities designed to promote group feeling.

Good questioning is the key to success in any discussion. The teacher's role is to foster honest expression of opinion, probe for reasoning behind opinions, encourage students to comment on and challenge each others reasoning, and pose questions that focus on the issues being discussed. For example in a problem solving discussion the teacher might ask some of the following questions:

1. What are the best reasons for and against various courses of action? Why are these the best courses?
2. What is the principle underlying the proposed decision?
3. Is the recommended action consistent with the student's ideals?

It is the committee's hope that the following suggestions and explanations will prove useful to the teacher as they attempt the dual responsibility of teaching themselves discussion skills at the same time they are attempting to pass this knowledge on to their students.

Eight Basic Discussion Skills

1. Getting acquainted and establishing trust

The teacher must himself display an attitude of trust. If the teacher displays an attitude of tolerance and acceptance toward student responses, students will soon learn to treat each other in the same manner.

2. Organizing for action

A. Maintaining order within the group

At the beginning group organization is teacher directed. Together with the group he or she sets up rules for discussion, clarifies the subject of the discussion and serves to keep the discussion going. The teacher should encourage students to develop a good concept of what discussion involves, establishing a good feeling for the rules, listening, taking turns, and keeping to the point.

B. Introduction to the roles taken by the members of a discussion group.

It is the responsibility of the junior-senior high teacher to present to the student the various roles played by the members of a discussion group. In grade seven the students are introduced to the roles of initiator, clarifier, summarizer, evaluator, contributor and recorder. The remaining roles of encourager and harmonizer will be introduced in grade ten.

INITIATOR - gets the discussion under way, helps the group organize itself, keeps the group moving steadily toward its goal;

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem;

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information;

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate);

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together;

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion;

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly;

HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

The students should be made aware that one person may assume several roles during a discussion. The teacher should then encourage the students to use each of these roles in their class discussions. It may be helpful to stop the discussion at times to enable the students to identify the roles which have been assumed and to recognize how their use has affected the discussion.

3. Contributing to the discussion

A. Recognizing the value of all contributions

B. Taking the responsibility to contribute

During the class discussion the teacher should observe the work

of the group carefully, and note the following:

1. How did the group pattern their contributions?
2. Was order kept and how?
3. What means were used to encourage the more reluctant members to contribute?

The teacher should not always feel that it is necessary to step in if the group is slow in starting. The pressure of silence may encourage people to contribute. If you find after observing several discussions that certain students dominate the discussion and others sit silently you may find it helpful to place contributing members in one group and non-contributing members in another. This may encourage the silent members to stop relying on the contributors and prompt them to contribute.

C. Responding to other contributions

1. Verbal

If the teacher feels a student's contribution does not relate to the discussion he may wish to interrupt and ask that student to explain how his or her statement relates to previous contributions.

2. Nonverbal

Students should be made aware that some behaviors facilitate while other retard discussion. The committee realizes that as a part of the primary reading and language arts program much emphasis is placed on this skill. However, it is the opinion of the committee that this skill is progressively neglected in the upper grades. We recommend that teachers make students aware of certain actions that can encourage discussion (smiling, nodding, establishing eye contact, sitting complacently, etc.) and that other actions hinder discussion (tapping, yawning, fidgeting, etc.).

The students should be cautioned that the signal may not always be perceived the way that it was meant to be. For example, a yawn may be interpreted as boredom when it is merely a sign of fatigue. A teacher may want to note that some classroom behaviors such as giggling, horseplay, etc. may indicate that the student is feeling threatened by the discussion.

The teacher should encourage the student to recognize that certain body positions have a language of their own. For example, when a student wishes to contribute to the discussion, he will frequently raise his head and lean forward slightly. Secondly, folded arms and downcast eyes may indicate disapproval, boredom, fear of being called upon, complete lack of interest, or merely the fact that the child does not understand the discussion and is ashamed to admit it. When a student sits up, looks at the leader expectantly while gathering his materials, these are signals that the student needs a break.

4. Active listening
5. Learning to co-operate
6. Setting clear goals

As a student gains discussion skills, he will increase his ability to recognize issues, types of discussion, and the purposes of discussion. Prior to seventh grade it is mainly the teacher's responsibility to see that each discussion has a clear goal.

Classroom discussion will take one of the following five forms:

- 1) simple recitation
- 2) inductive questioning
- 3) open-ended questioning
- 4) problem solving
- 5) debate

With the exception of debate, we expect the students to be able to participate in each of these forms but recognition of the terms is not necessary until seventh grade.

The teacher's role will vary depending on the type of discussion used.

<u>Type of Discussion</u>	<u>Teacher's Role</u>
1. Simple recitation	1. Asks questions
2. Inductive questioning	2. Carefully plans sequence of questions to help students arrive at a concept.
3. Open-ended discussion	3. Provides initial focus for discussion, accepts all responses, and refrains from evaluation while encouraging clarification when necessary.
4. Problem solving	4. Reminds students of purpose of discussion, points out similarities and differences among points of view, and charts information to be used for purposes of comparison and contrast.
5. Debate	5. Teaches format of proper debate and acts as resource person in helping students find information

The teacher should keep in mind the following purposes of discussion:

1. to solve problems
2. to air one's opinion
3. to find out what others think
4. to clarify one's point of view
5. to re-evaluate one's point of view
6. to gain feelings of acceptance and belonging
7. to persuade

Beginning in tenth grade and continuing through twelfth grade the teacher is responsible for reinforcing the student's ability to recognize issues, types of discussion and the purposes of discussion.

7. Discussing with direction

In most cases it is the teacher's responsibility to guide the direction of a discussion prior to the tenth grade. The teacher must recognize and encourage the following to take place during classroom discussions:

- a. being sensitive to other's responses
- b. stating the issue over which there is disagreement
- c. pursuing issues systematically
- d. making explicit transitional statements
- e. recognizing the relevance of statements to the issue
- f. two level thinking - making pertinent contributions and assuming a role in the discussion

In the beginning the teacher may find it necessary to verbally step in to direct the discussion. However, we hope that as time goes on and the students become more proficient, the teacher will take less of an active role.

8. Arriving at a conclusion

The simplest type of conclusion is the majority opinion. Although the teacher and students may feel uncomfortable with open-ended conclusions, because of our conditioning in expecting an answer, this type of conclusion is useful in encouraging student to air their personal opinions. Because the authoritarian conclusion stifles open discussion, this is the type least recommended. Consensus is the hardest conclusion to achieve. The teacher and the students must learn to become aware of those persons who disagree with the majority. They must be specifically alert for dissenters who are ignored, especially the quieter members who disagree but do not state their opposition vociferously.

BIBLIOGRAPHY

- Chapin, June R. and Richard E. Gross, Teaching Social Studies Skills, Little, Brown, and Company, Boston, 1973
- Fast, Julius, Body Language, Pocket Books, New York, 1970
- Hedde, Wilhelmina G., William Norwood Bregana, and Victor M. Powell, Patterns in Communication, J.B. Lippincott Company, Philadelphia, 1973
- Keller, Clair W., Involving Students in the New Social Studies, Little, Brown, and Company, Boston, 1972
- Oliver, Donald W., and Fred M. Newman, Taking A Stand, Xerox Educations Publications, 1967
- Pauline, Lawrence J., New York State: Our Cultural Heritage, Cambridge Book Company, New York, 1971
- Pfeiffer, J. William and John E. Jones, A Handbook of Structured Experiences for Human Relations Training, University Associates Publishers and Consultants, Volumes I, II, III, 1973
- Potter, David and Martin P. Anderson, Discussion: A Guide To Effective Practice, Wadsworth Publishing Company, Inc., Belmont, California, 1970
- Stanford, Gene and Barbara Dodds Stanford, Learning Discussion Skills Through Games, Citation Press, New York, 1969
- Stanford, Gene and Albert E. Roark, Human Interaction in Education, Allyn and Bacon, Inc., Boston, 1974

S. O. S.
 e u o
 n t m
 d i e
 n H
 g e
 l
 p

INTRODUCTORY STATEMENT - Response Forms

In order to continue to develop, correct, and improve the Discussion Skills Packet (D.S.P.) and keep open the very necessary lines for your suggestions and possible appeals for assistance we have developed this form to be used by the classroom teacher.

If, after having read and/or used the D.S.P. you have any constructive suggestions to aid us all in the continuing development of this packet, please fill in the section provided. We all need help (the committee more than others).

If you have had success in the use of the D.S.P. please fill in the section provided. Way to Go. Who Loves You Baby.

If you have had an unpleasant experience in using the D.S.P., please take two aspirin and fill in the section provided. Excedrin Headache #26.

If you have any activities or evaluations that you have developed in your classroom that may be of use to your fellow educators, please fill in the section provided. Show off!

And please, if you are having any difficulty in using or understanding this Discussion Skills Packet, do not push it aside. Let us know how we can be of help to you for this is also the function of the committee and we will not leave you hanging (too long). As you will note, there is a section on this form for an answer (hopefully) from the committee or at least a reply to let you know someone out there cares.

If you have no need of this sheet, congratulations, and please pass it on to someone less fortunate.

RESPONSE FORM #1

Teacher's Name _____

School _____

I. Where do we need help? (excluding the obvious answer) Please fill in your constructive suggestions in the following areas.

A. Skills

Did we miss any? Any problems with ours? Don't forget to check the flow chart.

B. Activities

What's happening? Is your room still in one piece? Any students missing? How's your headache?

C. Evaluation

Does it evaluate? Is it right on? Did you check the flow chart?

II. Way to go! We told you it would work. Please tell us the areas or activities that worked well for your class or classes or class, whatever.

III. Excedrin Headache #26. Sit down and tell us all about it. Bet you didn't check your flow chart or maybe your gas tank. Remember we still love you.

IV. Show and Tell time. We would appreciate your experience and knowledge in areas you have succeeded and we have missed. Tell it like it is!

V. Help! Tell us what the problem is and if Dear Abby can't handle it we will light a candle for you. Tell us what the specific problem area is if you know, if you don't know, ask your neighbor.

VI. Committee's Reply

251

If this doesn't work, punt, play your trump, or move to a cave.

RESPONSE FORM #2

The information we need from you for assistance and continued improvement is the following:

I. SKILLS

1. Which skill(s) were you working with from the ones suggested in the Discussion Skills Packet? (D.S.P.)
2. What activity(ies) suggested in the D.S.P. did you use in connection with that skill?
3. Were there any skills needed as a prerequisite but not mastered at this grade level which impeded the success of that activity(ies)?
4. Was the activity(ies) suggested in the D.S.P. used by you successfully?
5. Why do you feel the activity(ies) were successful?
6. Did the activity(ies) suggested in the D.S.P. and used by you prove unsuccessful?
7. Why do you feel the activity(ies) may not have succeeded?
8. May we have any constructive suggestions of yours on this particular skill and activity?
9. For that matter, may we have any constructive suggestions on any part of the D.S.P. such as misplaced skills (check flow chart- misplaced activities, etc.
10. What successful activities have you developed in your class for the students which we have overlooked and can be of benefit to us all?

Your Name _____

Your School _____

Subject area. Skill(s) and Activities used.

RESPONSE FORM #3

II. EVALUATION

1. If the activity(ies) in the D.S.P. had an evaluation did you use it?
2. Was the evaluation(s) useful in connection with the activity(ies)?
3. Did the evaluation(s) prove not to be useful for the activity(ies)?
4. Why do you feel it was not useful?
5. If the activity(ies) used from the D.S.P. did not have an evaluation, did you use your own?
6. What was your evaluation?
7. Did your evaluation prove successful and useful?
8. May we have your constructive suggestions on the evaluation of the activity(ies) or any others in the D.S.P.?

Your Name _____

Your School _____

Subject area. Skill(s) and Activity(ies) used.

253

VALUES & MORAL REASONING

Introduction

The development of moral values is unique in the Social Studies skills development in that the process is entirely individual, and that progress in the clarification (realization) of one's set of values cannot be taught in the usual sense of the word. I.e., a student cannot be taught a value, but rather he or she will (1) come to a realization of what his personal values are, and (2) become cognizant of and receptive to the values of others and thereby enlarge his own value structure.

Historically, values education has been a part of the curriculum in one form or another whether it be in show-and-tell sessions, or in class meetings in which rule infractions or classroom problems are discussed. For years teachers have been charged with the task of developing honesty, good citizenship, patriotism and the other values held common in our society. The thrust of this segment of our Guide is to assist the teacher in developing a systematic approach to values education by formulating a program of values education and by providing models appropriate for the students at each grade level.

There are a number of important factors that should be kept in mind by the teacher. First, the teacher provides the model, but not the answers. Secondly, valuing is a continuous process and is best achieved by a step-by-step process at the levels familiar to the student. It is, therefore, necessary that teachers use the models assigned to their grade level so that sequential exposure may be achieved.

Thirdly, children develop and clarify their values at different rates and, as with other goals of the Curriculum Project, no grade level will be responsible for the final completion of a set of values. The task of the teacher is to provide experiences for promoting moral development within his/her own grade level.

The Project has utilized three techniques for promoting moral development and/or the clarification values. These three techniques are described under Skill Description in the following pages of this Guide. If further assistance or instruction in the "how to" of implementing valuing is needed, two audio-visual teaching aids are available; "A Strategy For Teaching Values" (Guidance Associates), and a more extensive study, "Teacher Training in Values Education - A Workshop" (also produced by Guidance Associates.) These aids are available through the Social Studies Office at Cortland Jr.-Sr. High School.

In order to make Values Education an effective and continuing process, a minimum of four dilemmas should be used each year, making sure to utilize both the Moral Reasoning and the Values Analysis strategies. The Values Clarification strategy should be used whenever appropriate.

Finally, it should be noted that the development of values is closely associated with the development of Discussion Skills, and the information contained in the Discussion Skills section should be reviewed and implemented before a values lesson is initiated.

Values and Moral Reasoning

Skill Description

Three techniques are to be used in the development of values and moral reasoning in our Social Studies Program. They have been implemented in the curriculum workshops and are briefly described herein.

- (1) Moral Reasoning Strategy - The strategy is based on Kohlberg's stages of moral reasoning in the development of Values Education.

KOHLBERG STAGE DESCRIPTION

Level One: Pre-Conventional

At this level an individual's moral reasoning results from the consequences of actions (punishment, reward, exchange of favors) and from the physical power of those in positions of authority.

Stage One: Decisions result from a blind obedience to power, an attempt to avoid punishment, or an attempt to seek rewards.

Stage Two: Decisions result from a desire to satisfy one's own needs and occasionally the needs of others. Individuals view reciprocity as a matter of "you scratch my back and I'll scratch yours." Reasoning involves little consideration of loyalty, gratitude, or justice.

Level Two: Conventional

At this level an individual's moral reasoning involves consideration of the interest of others (family and peers) and a desire to maintain, respect, support, and justify the existing social order.

Stage Three: Decisions result from a desire to please and help others and receive their approval in return. Behavior is frequently judged by intention - "he means well" becomes important for the first time.

Stage Four: Decisions result from a desire to maintain the existing authority, rules, and social order. Right behavior consists of doing one's duty.

Level Three: Post-Conventional

At this level an individual's moral reasoning incorporates moral values and principles which have validity and application beyond the authority of groups. Moral reasoning becomes more comprehensive and reflects universal principles.

Stage Five: Decisions result from recognition of an individual's rights within a society which has a social contract.

As a result, the individual's reasoning emphasizes the "legal point of view," but with an emphasis upon the possibility of changing laws.

Stage Six: Decisions result from an obligation to universal ethical principles which apply to all mankind. The universal principles of justice, reciprocity and equality of human rights, and respect for the dignity of human beings as individuals serve as a basis for individual reasoning.

- (2) The Values Analysis Strategy - This approach is based on Dewey's Reflective Morality Process and is concerned with the process by which a student makes moral decisions. The strategy forces the student to examine many alternative decisions before he/she actually is allowed to make their own decision concerning a moral dilemma. This process is excellent training for making real life decisions. The goal of this approach is to develop sophistication in the decision making process.

(3) Values Clarification¹

The values-clarification approach tries to help young people answer some of these questions and build their own value system. It is not a new approach. There have always been parents, teacher, and other educators who have sought ways to help young people think through values issues for themselves, and they have done this in many ways.

However, the values-clarification approach is more systematic and more widely applicable. Unlike other theoretical approaches to values, it is not concerned with the content of people's values, but the process of valuing. The focus is on how people come to hold certain beliefs and establish certain behavior.

Valuing is composed of seven sub-processes:

PRIZING one's beliefs and behaviors

1. prizing and cherishing
2. publicly affirming, when appropriate

CHOOSING one's beliefs and behaviors

3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

ACTING on one's beliefs

6. acting
7. acting with a pattern, consistency and repetition

Thus, the values-clarification approach does not aim to instill any particular set of values. Rather, the goal of the values-clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

¹Adapted from Simon, Sidney, et.al. Values Clarification A Handbook of Practical Strategies For Teachers and Students, Hart Publishing Co., Inc. New York, NY, 1972, pp. 18-20.

To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for in and out of the classroom. He uses materials and methods which encourage students to consider alternative modes of thinking and acting. Students learn to weigh the pros and cons and the consequences of the various alternatives. The teacher also helps the students to consider whether their actions match their stated beliefs and if not, how to bring the two into closer harmony. Finally, he tries to give students options, in and out of class; for only when students begin to make their own choices and evaluate the consequences, do they develop their own values.

Similarities and Differences Among Approaches of Moral Development,
Values Analysis & Values Clarification

Similarities:

All are concerned with increasing personal awareness of the valuing process

All are concerned with helping people cope with their values, resolve conflicts and live better lives.

Moral development and values analysis are both concerned with the reasoning process.

All approaches are concerned with increasing the adequacy of students' thinking and promoting consistency between judgements and actions.

Differences:

Moral Development

vs.

Values Analysis

In Moral Development the first step is to make a decision - hopefully with a division in the group and then to debate the decision. This will require the students to justify their reasoning and, in turn, will promote moral development through six stages of development. Discussions in this strategy will concern only moral issues.

Values Analysis encourages considering all the alternatives and consequences in a step-by-step, scientific approach prior to making a decision. It is designed to encourage logical thinking, and discussions may also include social issues.

Moral Development

vs.

Values Clarification

These approaches differ in their thinking about values. Kohlberg feels that, in a pluralistic society, students need to develop increasingly adequate ways of thinking to resolve conflicts, whereas Simon's theory is based upon a feeling that values are personal and relative to a situation.

Moral Development

1. Deals with only moral issues
2. "Should" questions
3. Must justify reasoning to increase development
4. Goal is to clarify and develop problem solving skills

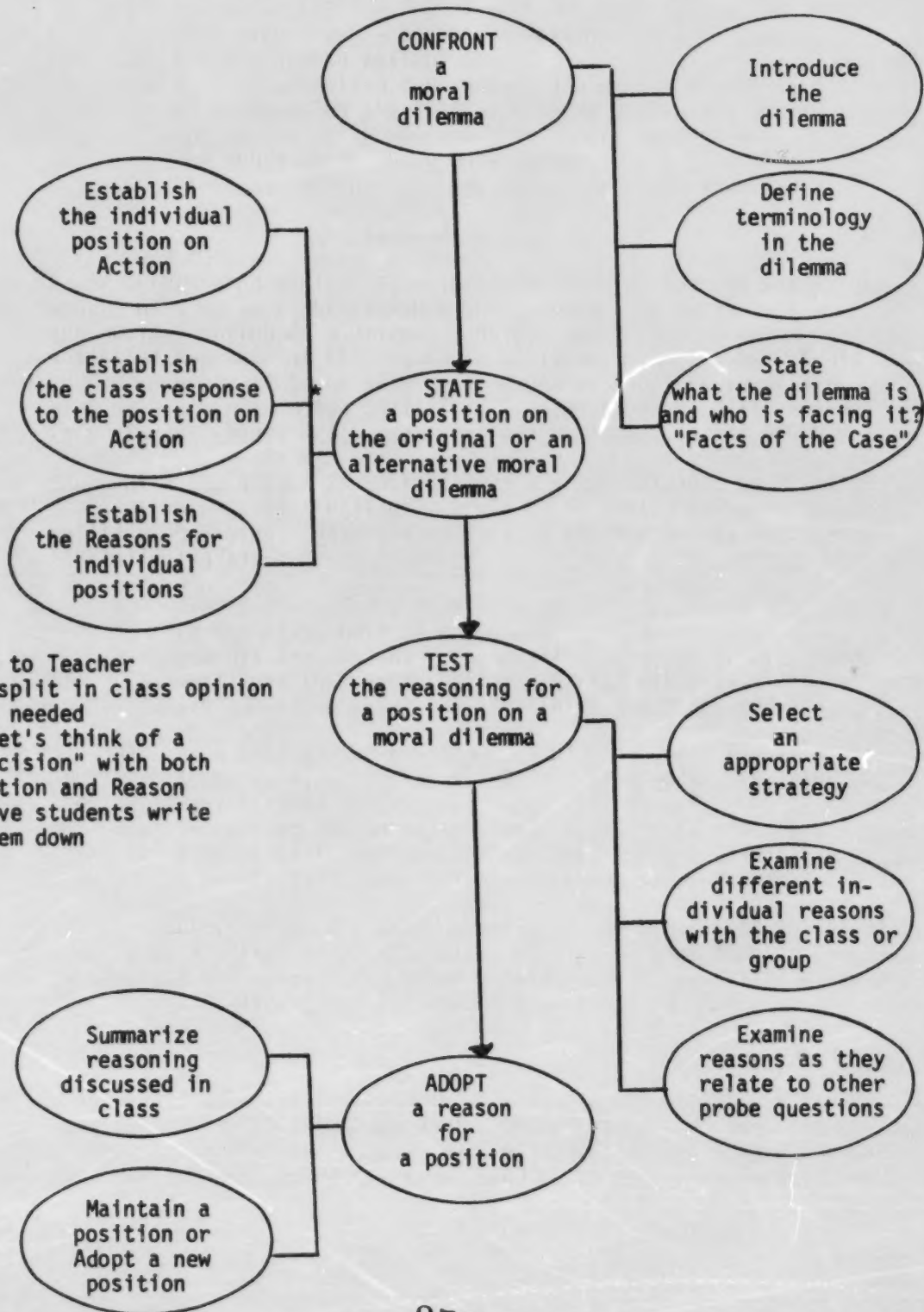
Values Clarification

1. Deals with moral and non-moral issues
2. "Would" questions
3. Don't have to justify reasoning
4. Goal is to help students to know themselves, communicate and build a sense of community.

258

Method #1 - Kohlberg Approach
Teacher Guide and Suggested Activities

DIAGRAM OF THE TEACHING PROCESS
FOR TEACHING A MORAL DILEMMA - MORAL REASONING



***Note to Teacher**

1. A split in class opinion is needed
2. "Let's think of a decision" with both Action and Reason
3. Have students write them down

STEP 1 Confronting a moral dilemma

Step 1 consists of three activities. First, the teacher presents the dilemma to the students by having them read the dilemma silently or aloud. Second, the teacher helps students to clarify the meaning of any terms or words which are used in the dilemma and which some students may not understand. Finally, the teacher helps students to confront the moral aspects of the dilemma by asking them to state the moral issue which the dilemma raises.

STEP 2 Stating a position on the original or alternative dilemmas.

In this step, the teacher ascertains the division within the class about what the major protagonist in the dilemma ought to do. Each dilemma ends with a question such as this one: Should Fritz let the prisoners escape? In order to teach for cognitive moral development, the members of the class must divide over the answer to this question. Some teachers ask students to indicate their feelings by holding up their hands while they shut their eyes so that the votes of others will not influence them. Other teachers ask several students to express their opinions and the reasons for their opinions and then ask for a vote either openly or in private. If at least a third of the students in the class elect each position, the teacher moves immediately to Step 3, skipping the alternative dilemmas.

If at least a third of the members of the class do not line up on each side of the issue, the teacher introduces an alternative dilemma from the lesson plan to establish a division among the students. One set of alternative dilemmas has been designed in case the class agrees that the protagonist SHOULD take a particular course of action. Another set should be used if the class agrees that the protagonist SHOULD NOT take a particular course of action. The teacher should make sure that the students understand the terms used in an alternative dilemma and that they see the moral issue involved. Then the teacher should determine how the class divides on the issue, and proceed to Step 3.

STEP 3 Testing the reasoning for a position on a moral dilemma.

Next, the teacher begins to help students test their reasoning by choosing an appropriate method of class deployment. All four methods of class deployment promote maximum student-to-student interaction. During the testing stage, students examine, analyze, and compare their own reasons with reasons offered by other students. The teacher keeps the attention of the class focused on reasoning rather than on what a protagonist should do. Probe questions provided in the lesson plan help students to examine their reasoning in a variety of circumstances. The deployment strategies are:

Strategy A

Divide the class into groups of five to eight students. Each group should consist of individuals who agree about the appropriate action on a dilemma. Have the members of each group work out a list of reasons for holding their position. After the groups have worked for ten to fifteen minutes on this initial task,

have each one select three reasons which reflect the best reasoning for their position on the moral dilemma and arrange these in priority. You should move from group to group, helping each group develop its list of reasons. Ask the recorder from each group to report on the final list of "best" reasons. Since you will have several groups working on listing reasons for opposing positions on the moral dilemma, a general class discussion focused on moral reasoning should follow reports from the groups. Encourage students to challenge one another's reasoning and to help focus the dialogue on why individuals believe one reason is more appropriate than another. The discussion will often focus on two or three conflicting reasons. If the general class discussion becomes too repetitive or loses momentum, use a probe question or an alternative dilemma to refocus the discussion or to check the consistency of those students arguing a particular position. Ask students who indicated they were undecided or students who are not active in the discussion to summarize the dialogue or offer their opinion of the discussion.

Strategy B

Organize the class into small groups with each group including members who do not agree about the action of the dilemma. Ask the members of each mixed group to discuss their positions and the reasons for their positions in order to produce a list containing the two best reasons on each side of the issue. One of the objectives of this strategy is to have students discuss the dilemma from each position on action with the task of the group focused on reasoning rather than on the initial position. A general class discussion should follow group reports of discussion. With this strategy you may find it helpful to have groups record their best reasons on the chalkboard so that everyone can see different ways of thinking about the dilemma.

Strategy C

Ask all students in the class to write out three reasons why they hold the particular position that they do on the dilemma. Choose four students to debate, two from each position on the dilemma. Let the debate begin among the four protagonists. After they have debated a few minutes, invite four additional students, two from each position, to enter the debate in order to add additional reasons for the position on the dilemma. Encourage the debate to continue for a few minutes. During the debate ask the students not in the debate to summarize or paraphrase the reasoning used in the debate. Also encourage students listening to the debate to question members in the debate and to interject reasons which they have written down but the debaters have not used. The debate format provides a method for verbally listing a series of reasons. You may decide to continue the class in several ways:

- 1) if the debate among the eight students and the involvement of the rest of the class seems productive, you can continue the debate.
- 2) You can establish four debating groups in the class and give each group the task of determining the best reasons for a proposed action.
- 3) You can establish four groups and give them the task of summarizing the reasons offered during the debate and decide which reasons seemed most appropriate.
- 4) You could guide the debate format into a general class discussion focused around the probe questions.

Strategy D

After determining a class division on action, divide the class into groups of five to eight students whose members agree about the appropriate action on a dilemma. Have members of each group develop a list of reasons for holding their position. The teacher should move from group to group helping students to complete this task. Give each group from ten to fifteen minutes to develop its reasons. Each student should write down the reasons listed in the group.

Reorganize the groups so that half of a group holding one position exchanges places with half of a group which stated an opposing position on action. Have the members of the new groups complete the following tasks:

- 1) Report the reasons developed in the previous discussion to the other half of the group.
- 2) Discuss the reasons. Each half of the new group should challenge the reasons offered by the other half and ask questions about why they think these reasons are good ones.
- 3) Each half of the new group should then meet for from three to five minutes to decide which reason the other half offered is the best one.
- 4) The groups should report their decision to the class with specific emphasis on why each sub-group selected a particular reason which others had offered.

You may want to prepare a group task sheet which explains the small group task for this strategy. Allow sufficient time for the groups to complete the tasks. Use probe questions with the entire class if any time remains after all groups have reported.

STEP 4 Adopting a reason for a position.

During the final stage of the teaching process the teacher helps students to summarize the reasoning discussed during the class period. The teacher aids the students to either affirm their original position using more adequate reasoning, or to adopt a new position based on reasons presented in the class discussion.

COMMON PROBLEMS IN TEACHING THE MORAL REASONING STRATEGY

1. TIME DISTRIBUTION AMONG THE STEPS OF THE STRATEGY
2. SKIPPING STEPS
3. NOT DEPLOYING WITH CLEAR TASKS, RECORDERS
4. POOR SELECTION OF DEPLOYMENT STRATEGY
5. TOO FEW OR NO PERCEPTION CHECKS ESPECIALLY ON TASKS
6. DISCUSSION LEADING INTO STUDENT-TEACHER INTERVIEWING
7. CONTENT DIVERSIONS (NON-MORAL FOCUS IN THE DISCUSSION)
8. POOR PROBES OR INAPPROPRIATE USE OF PROBES

MORAL DILEMMAS TO BE USED WITH THE KOHLBERG APPROACH

Guidance Associate filmstrips and tapes

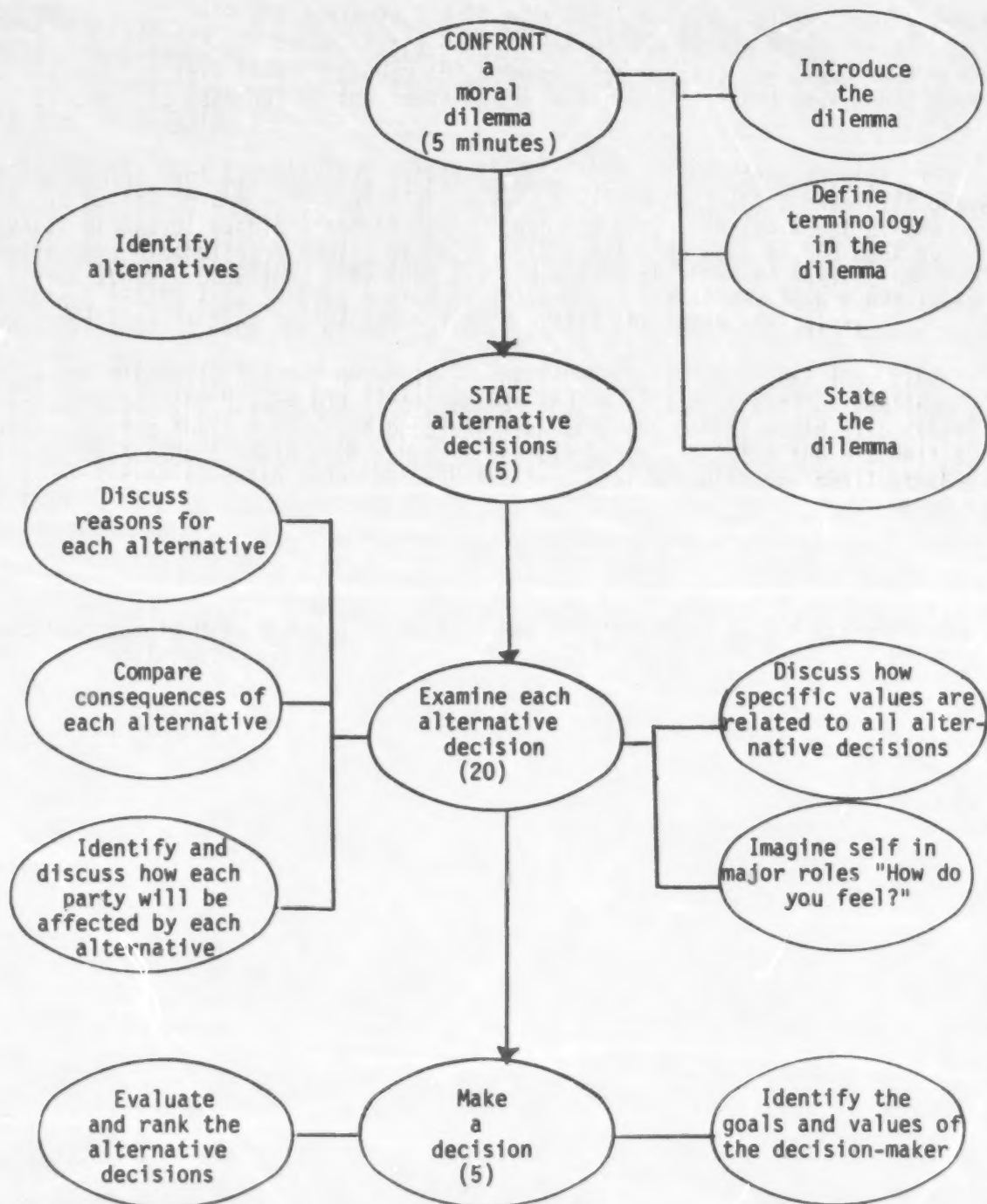
- a. Personal Conflicts on the Western Frontier
 - 1) The Soldier's Dilemma
 - 2) The Homesteader's Dilemma
- b. Personal Conflicts at the Turn of the Century
 - 1) An Immigrant's Dilemma
 - 2) A Suffragist's Dilemma
- c. Personal Conflicts in Modern Life
 - 1) A Storekeeper's Dilemma
 - 2) To March From Selma

284

BEST COPY AVAILABLE

Method #2 - Values Analysis Strategy Teachers Guide and Suggested Activities

THE VALUES ANALYSIS STRATEGY



The Decision-Making Steps Explained

1. Identify and define dilemma.

Usually students will read the dilemma or it may be read orally to the entire group. Once the teacher is sure that students understand all the terms in the situation and they understand the nature of the dilemma (why it is a moral dilemma), students may form small groups for the actual lesson. Appropriate audio-visual materials may be used if desired. The class could listen to a tape recording of the dilemma as an alternative presentation.

2. List all possible choices, their consequences, and the persons directly affected, and how affected.

There are always two choices which should be obvious in each dilemma. Upon further consideration and discussion, other alternatives will most likely appear. Each choice will have one or more consequences, and several persons may be directly affected by a particular choice.

3. Put yourself in the place of each person each decision most affects.

The key concept here is objectivity; while difficult to attain, the student is able to recognize that there may be other value systems operating which are different from his own.

4. Compare the values of each alternative and rank them.

Depending on the alternative under consideration, certain values associated with that particular alternative will emerge. They may be ranked in the order of importance or worth to that particular individual.

5. Make a decision and act upon it.

This is the summation of the process. An important consideration here is that the student does not reveal his decision to others if he so desires. If an intelligent and logical decision is to be made, the importance of going through the preceding four steps as thoroughly as possible should be obvious.

MORAL DILEMMAS TO BE USED WITH THE VALUES ANALYSIS STRATEGY

1. The Donner Party Faces a Dilemma
2. The Pullman Boycott
3. Andrew Carnegie and the Gospel of Wealth
4. The Vigilantes
5. The Witness' Dilemma
6. President Truman and the Decision to Drop the Atomic Bomb

THE DONNER PARTY FACES A DILEMMA

In April 1846 a party of 87 people left Illinois for California. Among the 87 people were 17 children, many of them under 6 years of age.

The journey was slow and tedious, and in that year, a severe winter came a month early. It trapped the Donner Party high in the Sierra Nevada Mountains of California. Unable to get through the snow-covered passes, the group made crude log cabins. To keep out from the snow, which fell steadily, they made roofs from the hides of animals.

As the months went by, the food supply shrank. One person after another died and was buried in the snow. At night wolves howled around these makeshift graves. Several groups of people tried to get through the pass. In the worst of the winter, the Mitchells, a family of four, tried, but they were turned back by a fierce storm. Starving, they took the hides from the roof of their crude cabin and boiled them to make a kind of thick soup, but it had such a bad taste and smell that it made one of the children so ill she could not eat it.

Since the Mitchells now had no shelter, the Breen Family took them in. Like everyone else, the Breens had little to eat and no real prospects of getting more. Sharing their food would probably mean that the Breens would also starve unless, by accident, help came. Mrs. Breen either had to watch the Mitchell's children starve to death under her own family's roof or share her small stock of food.

Question: Should Mrs. Breen give part of her family's food to the starving children?

THE PULLMAN BOYCOTT

In 1893, the United States suffered a severe economic depression. The sales of railroad cars, like sales of other products, fell off. For this reason, the Pullman Palace Car Company located at Pullman, Illinois, began to lay off workers. Soon more than half of the employees of the company were out of work, and the wages of the remaining half had been cut by 25%. When Pullman's employees sent 3 negotiators to ask Pullman to restore the wages to their former level, Pullman fired the negotiators.

Many of the employees belonged to the American Railway Union. This union asked all of its members to refuse to handle Pullman cars on any railroad. The railroads then called in strike-breakers to handle the cars. Then this happened, railway workers all over the nation struck, stopping most railway service. Pullman and the other owners then got a federal court order to stop the strikers from interfering with the delivery of the mails, which were carried on the railroads. This court order could effectively defeat the strike since so many trains carried the mails.

Many of the strikers refused to obey the court order. Here are four of the reasons that the strikers who refused to obey could have given for their decisions. Read them over carefully. Then in the space provided at the bottom of the page, rank the reasons from best to worst by putting the letter before the reason in the space provided.

- A. I won't obey the court order. The Pullman Company cut wages and was unfair. The court order supports the company. The company didn't play fair with me so why should I play fair with it by obeying the court order?
- B. I'll continue to support the strike. There are basic rights involved here - the right to a fair wage, the right to fair and equal treatment by the government, and the right to strike. These rights are more important than a court order.
- C. I'll support the strike like everybody else around here is doing. A good member of the union and a good member of this community has to support his friends and neighbors when they need him.
- D. I'll support the strike for the good of everyone. The court order about the mails was really a way to break the strike. The society can't exist if laws and the courts don't play fair. If this type of action is allowed, no business or union or farm can operate securely.

Best argument _____
Second _____
Third _____
Fourth _____

ANDREW CARNEGIE AND THE GOSPEL OF WEALTH

Andrew Carnegie, who immigrated to the United States from Scotland, became one of America's richest men. He made his fortune in the iron and steel business, and he argued that a society in which enterprising individuals could pile up huge fortunes was better than any other sort of society. But Carnegie also argued that a great fortune carried certain responsibilities. In an article entitled "Wealth," published in 1889, he listed 3 ways in which a rich person could dispose of wealth. Read the following descriptions of these 3 ways. Then decide which of the 3 you think is best and write a paragraph or 2 to explain why you think as you do.

1. Leave the money to your descendants. In your will, provide that your estate will pass to your mate and your children or other relatives. A man's first obligation is to care for his wife and children.
2. The money ought to be left in a will to be used for public purposes. A will can set up a foundation with a group of trustees who can give the money away. In that way, a person can have the money to use for himself and his family as long as he lives.
3. A rich person ought to give most of his fortune away while he is still alive. It takes just as much skill to give money away intelligently as it does to make it. A person can dignify his own life by using money to help his fellow men. Money ought to go particularly to projects that help people to help themselves.

I choose argument _____ because _____

THE VIGILANTES

In the 1860's a gold rush took place in Montana. Miners poured in from all over the West. In their wake came a large number of bandits and desperadoes. Some became so powerful that the law was unable to stop them. One bandit, a man named Henry Plummer, so terrified the voters that they elected him sheriff of Beaver County.

Plummer soon murdered a man who had challenged his leadership of the outlaws. A jury found him not guilty. The jury also acquitted two friends of Plummer who had fired into a camp of friendly Indians just to see how many they could kill with a single shot. Threatened by Plummer, the town sheriff of Virginia, Montana, resigned and Plummer took his place. Clearly no one was safe, and there was no law. Finally, a man who had offered to be a witness and testify against Plummer and his friends was shot to death in broad daylight on a public road.

When this man's body was brought into town, a group of townspeople got together. None of them was an elected official. But they armed themselves and captured George Ives, the man who shot the witness. He was taken to Nevada City, Montana. Then, using a wagon for a courtroom and 24 men for a jury, the townspeople tried him. They deployed armed guards to surround the area where the trial took place. After the testimony against Ives was heard, he was condemned to death and then hanged. The next day the famous Vigilantes of Montana was formed. In a short while, they captured Plummer, tried him, and hanged him on a gallows he had built. The Vigilantes of Montana had become captors, judges, jury, and executioners, all in one.

Below you will find four reasons why a person might approve of what the Vigilantes did. Read them carefully. Then in the space at the bottom of the page, rank the reasons from best to worst by putting a letter in the space provided.

- A. All decent and law-abiding people in Montana support the Vigilantes. Any good citizen should join them. They are doing a good job, which all good citizens approve of.
- B. The Vigilantes are justified in what they are doing. Society can't exist without law enforcement, but outlaws have captured the law enforcement system. If the Vigilantes had not stepped in, no family, no business, and no institution would be safe.
- C. You have to fight fire with fire. Plummer and his gang took the law into their own hands. The Vigilantes should do the same thing. The best way to treat killers such as Plummer is to kill them before they get you.
- D. Plummer and his gang have trampled on everyone's rights. People have a right to be safe in their homes or on the roads. They have a right to live out a full life. Elected officials have failed to protect these rights, so the Vigilantes should step in and do the job.

Best reason _____
Second best _____
Third _____
Fourth _____

THE WITNESS' DILEMMA

Early in 1950, Joseph McCarthy, a Republican senator from Wisconsin, launched a series of charges that communists were working in the United States State Department. Many people believed him. The United States had recently suffered a number of losses in the Cold War. For example, mainland China had just fallen to the communists. Americans searched for an explanation of these losses. They found that explanation in McCarthy's charges that a communist conspiracy in the American government was to blame.

McCarthy soon became the leading figure in the Senate Permanent Subcommittee on Investigations. This committee investigated McCarthy's charges that communists or communists sympathizers worked in the government. Led by McCarthy, some members of the committee launched wholesale charges of disloyalty. McCarthy browbeat witnesses and tried to get them fired from their jobs. Many witnesses called by the committee refused to testify. They argued that instead of searching for the truth, McCarthy was conducting a witch hunt and that he was trampling on constitutional rights in the process.

Below you will find three reasons given by people who refused to testify. Many of these people invoked the Fifth Amendment to the Constitution. This amendment provides that a person need not testify if doing so may incriminate him or her. Other people refused to testify without invoking "the fifth," laying themselves open to prosecution by the committee. Read the reasons carefully. Then decide which of them is best, and write a paragraph or two (using the back of the paper if necessary) explaining why you think as you do.

1. A witness should not answer any questions. If a person does, the law required him or her to answer all questions that the committee asks. Then he or she will have to answer questions about friends and acquaintances. Doing so will get these friends in trouble with the committee, and that would be wrong.
2. The committee is really attacking freedom of belief and freedom of association. The rights have existed for centuries. They are protected in the Bill of Rights. People ought to fight for rights such as these by refusing to cooperate with the committee and refusing to answer questions from its members.
3. The stability of the nation is at stake. McCarthy does not follow proper rules of procedure. He makes false charges without evidence to support them. Tactics as such these threaten many institutions and endanger the government itself. So people should not testify.

I choose argument _____ because _____

PRESIDENT TRUMAN AND THE DECISION TO DROP THE ATOMIC BOMB

Early in World War II a group of scientists began to work on plans to develop an atomic bomb. In 1945, after years of intense effort, they reported to President Truman that they had at last perfected a bomb with such terrible power that just one could wipe out an entire city. Some of the scientists urged President Truman to drop the bomb on a Japanese city as a means of bringing the war to an end.

Below you will find four reasons that support dropping the bomb and four reasons against it. Read them over and decide what you think President Truman should have done. Your teacher will then divide the class into groups according to whether people think Truman should or should not have dropped the bomb. Each group will discuss all four reasons given for the action the group is recommending and decide which reasons are best. Then the whole class will meet to discuss the dilemma.

Reasons To Drop the Bomb

- A. The Japanese bombed Pearl Harbor without giving the United States any warning. They killed many American sailors, and they have killed lots of American servicemen since, for example, in the Baatan death march. So we ought to treat them just like they treated us.
- B. All lives are of equal worth, American and Japanese alike. Dropping the bomb will kill a lot of people. But it will kill fewer people than if we must invade Japan. Besides, it will bring the war to an end sooner and reduce the total amount of suffering.
- C. A good president must care about the suffering of American soldiers. The president should try to do whatever is possible to bring the war to an end quickly. Hence, the bomb should be dropped.
- D. The war threatens the stability of the entire American society. To preserve the society and protect the public welfare, we must win the war. We should drop the bomb to protect ourselves against our enemies by bringing the war to an end.

Reasons Not To Drop the Bomb

- A. The United States believes in the sanctity of human life. Destroying human life by dropping the atomic bomb will undermine the respect of the American people for human life. Therefore, it will threaten the stability of American society, which would be a bad thing.
- B. Dropping the bomb would be a cruel and wicked act because it would kill so many civilians. How could we live with our consciences if we did such a wicked thing?
- C. If we drop a bomb on the Japanese, the next people who develop a bomb will have a good reason to drop it on us. If we are cruel, they'll be cruel, too.
- D. Life is a universal right which must be respected by all people. It doesn't matter what nationality those people are. Dropping the bomb on the Japanese people is a violation of this basic human right.

Guidelines in Teaching Values Clarification

The teacher should:

1. Follow the seven basic steps of the strategy.
2. Generate data; then analyze.
3. Assure students of privacy of responses, yet encourage sharing. The "I pass" technique should be utilized.
4. Allow activity to happen, then discuss (i.e. debrief).
5. Create a low threat or non-threatening situation.
6. Avoid moralizing or supplying the "right" answers.
7. Create a climate of acceptance.
8. Be non-judgemental.
9. Get involved in the process.
10. Integrate strategies with content.

Method #3 - Values Clarification
Teacher's Guide and Suggested Activities

1. Twenty Things You Love To Do
2. Either or Forced Choice
3. "I Wonder" Statements
4. Personal Coat of Arms

TWENTY THINGS YOU LOVE TO DO

PURPOSE

An important question to ask in the search for values is, "Am I really getting what I want out of life?" A person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based upon his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we value and want. This activity helps students examine their most prized and cherished activities.

PROCEDURE

The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, "You might think in terms of the seasons of the year for things you love to do."

The teacher also draws up his own list of twenty items, and as he reaches the end of his list, he might tell his students that it is perfectly all right if they have more than 20 items, or fewer than 20 items on their lists.

When the lists are done, the teacher tells the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign (\$) is to be placed beside any item which costs more than \$3 each time it is done. (The amount could vary, depending on the group.)
2. The letter A is to be placed beside those items the student really prefers to do alone; the letter P next to those activities he prefers to do with other people; and the letters A-P next to activities which he enjoys doing equally alone or with other people.
3. The letters PL are to be placed beside those items which require planning.
4. The coding N5 is to be placed next to those items which would not have been listed five years ago.
5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best, 2, and so on.
6. The student is to indicate next to each activity when (day, date) it was last engaged in.

TO THE TEACHER

This strategy can be repeated several times throughout a year. It is a good idea

to save the lists and compare them over a period of time.

Any more than five or six codings at one sitting generally overloads the circuits.

The teacher might see ways of making additional use of the lists. For example, he might ask his students to describe on paper or orally to a partner how they like to do the item they marked with the number 1. The student would tell with whom, at what time, under what circumstances he likes to engage in the chosen activity.

Or the teacher might ask the student to choose one of the items on his list and then list privately, or discuss with a partner, five advantages, pleasures, gains, benefits, or satisfactions he gets from that activity.

A student might volunteer to write his list on the board, with the option to omit any items he'd rather not share. The teacher gives him a Public Interview based on his list.

I Learned Statements are an excellent follow-up to this strategy.

ADDITIONAL SUGGESTIONS

The teacher might want to add additional elements to the coding system suggested above. Here are some more suggestions that the teacher may use or adapt:

1. Use the letter R for those things on your list which have an element of RISK to them. It can be physical risk, emotional risk, or intellectual risk.
2. Put an I next to any item which involves INTIMACY.
3. Mark with an S any item which can only be done in one particular SEASON of the year.
4. Put the letters IQ next to any item which you think you would enjoy more if you were smarter.
5. Place the letter U next to any item you have listed that you think other people would tend to judge as UNCONVENTIONAL.
6. Put the letter C next to items which you think other people might judge as very CONVENTIONAL.
7. Use the code letters MT for items which you think you will want to devote increasingly MORE TIME to in the years to come.
8. Put the letters CH next to the things you have listed which you hope your own CHILDREN will have on their own lists someday.
9. Which items on your list do you feel nobody would conceivably REJECT you for loving. Code them with the letters RE.
10. Place the letters PU next to any items which you think a PURITAN would say are wastes of time.
11. Put an MI by any of your items which you would not be able to do if you moved 1,000 MILES south from where you now live.

12. Choose three items which you want to become really BETTER at doing. Put the letter B next to these items.
13. Which of the items that you put on your list would you want to see on a list made by the person you love the very most? Mark these items with an L.
14. Next to each item write the name of a person you want most to talk to about that specific item.
15. Write the letter F next to those items which you think will not appear on your list 5 years from now.

EITHER-OR FORCED CHOICE

PURPOSE

This exercise compels students to make a decision between two competing alternatives. "What characteristics do I identify with more - this or that?" In making their choices students have to examine their feelings and their self-concepts and values.

PROCEDURE

The teacher asks students to move the desks so that there is a wide path from one side of the room to the other. Then, the teacher asks an either-or question, like: "Which do you identify with more, a Volkswagen or a Cadillac?" By pointing or by actually posting the choice words on the two sides of the room he indicates that those who identify more with Volkswagens are to go to the one side and those who identify more with Cadillacs are to go to the other. Each student then find a partner on the side he has chosen and discusses with him the reasons for his choice. Discussion should be limited to two minutes.

Everyone returns to the center of the room. Then the teacher gives another either-or forced choice, and the students again choose between the two alternatives by moving to the appropriate side of the room.

This may be repeated with five or six questions. The students should be instructed to find a new partner each time.

SAMPLE EITHER-OR CHOICES

Are you:

- _____ 1. More of a saver or a spender?
- _____ 2. More like New York City or Colorado?
- _____ 3. More of a loner or a grouper?
- _____ 4. More like a rose or a daisy?
- _____ 5. More like breakfast or dinner?
- _____ 6. More like summer or winter?

TO THE TEACHER

This is an excellent introductory exercise for a new group.

ADDITIONAL EXAMPLES

Are you:

- _____ 1. More like a teacher or a student?
- _____ 2. More yes or no?
- _____ 3. More here or there?
- _____ 4. More political or apolitical
- _____ 5. More religious or irreligious?
- _____ 6. More like the country or the city?
- _____ 7. More like the present or the future?
- _____ 8. More of a leader or a follower?
- _____ 9. More physical or mental?

- _____ 10. More of an arguer or an agree-er?
- _____ 11. More intuitive or rational?
- _____ 13. More establishment or anti-establishment?
- _____ 14. More likely to walk on thin ice or to tiptoe through the tulips?
- _____ 15. More like patent leather or suede?
- _____ 16. More like a paddle or a ping pong ball?
- _____ 17. More like an electric typewriter or a quill pen?
- _____ 18. More like a falling star or a beacon light on a mountain?
- _____ 19. More like a rock band or a baroque string quartet?
- _____ 20. More like a clothes line or a kite string?
- _____ 21. More like a "No Trespassing" sign or a "Public Fishing" sign?
- _____ 22. More like a fly swatter or fly paper?
- _____ 23. More like a roller skate or a pogo stick?
- _____ 24. More like a file cabinet or a liquor chest?
- _____ 25. More like a motorcycle or a tandem bicycle?
- _____ 26. More like a gourmet or a MacDonald's fan?
- _____ 27. More like a bubbling brook or a placid lake?
- _____ 28. More like a screened porch or a picture window?
- _____ 29. More like a mountain or a valley?
- _____ 30. More like "A stitch in time" or "Better late than never?"

I WONDER STATEMENTS

PURPOSE

This rather simple but powerful strategy is designed to help students raise and verbalize questions that may have arisen in their minds. Most of the time, in school, students are called upon to make statements and answer questions. It is extremely important to give them ample opportunity to ask questions if we want to stimulate probing, critical attitudes.

PROCEDURE

Upon completion of a values activity or discussion, the teacher asks students to complete in writing sentences beginning with "I wonder," such as:

I wonder if...	I wonder why...
I wonder how come...	I wonder whether...
I wonder about...	I wonder when...

Then the teacher goes round and round the room calling on students to share one of their I Wonder Statements with the class. Any student may pass, of course. The teacher should participate, too, and might even start it off with an example or two of his own. There is no discussion of the questions raised since the goal is to stimulate inquiry.

TO THE TEACHER

If the interest following a values activity is really intense, you might want to start on the I Wonder Statements orally without allowing a writing period to perhaps detract from the mood.

Occasionally you will find that the first time around yields up only superficial questions, but they usually become more powerful with each successive circle.

PERSONAL COAT OF ARMS

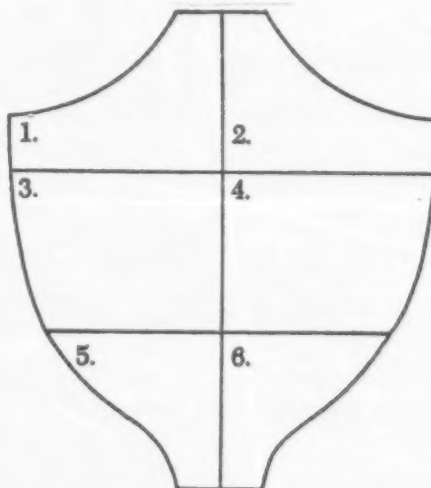
PURPOSE

Some of the most important questions which will result from values clarification activities are: "What am I doing with my life? Am I simply settling? Am I just reacting to others, or am I in control of the direction of my life? Is my life making a difference?" This activity is an enjoyable way of helping students think about these questions.

PROCEDURE

The teacher either gives the students a facsimile of the coat of arms below, or has them copy this coat of arms.

The student is to answer each of the following questions by drawing, in the appropriate area on his coat of arms, a picture, design or symbol.



1. What do you regard as your greatest personal achievement to date?
2. What do you regard as your family's greatest achievement?
3. What is the one thing that other people can do to make you happy?
4. What do you regard as your own greatest personal failure to date?
5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
6. What three things would you most like to be said of you if you died today?

TO THE TEACHER

Students are not to use words except in area number six.

Emphasize that art-work doesn't count. The drawings can be simple, incomplete, and even unintelligible to others, as long as the student knows what they express.

Other values questions may be substituted for these; for example:

1. What is something about which you would never budge?
2. What is something you are striving to become? Or to be?
3. What one thing would you want to accomplish by the time you are 65?
4. Draw three things you are good at.
5. What is a personal motto you live by?

Students may then share, in small groups, the drawings on their coats of arms, explaining the significance of the symbols. They may cover any drawing they would rather not share.

Posting the coats of arms and holding a gallery walk is another alternative.

NOTE TO THE TEACHER

Seven Important Items To Remember

1. A teacher leads a class discussion of a moral dilemma by asking appropriate question which helps to clarify the circumstances and to focus the discussion on moral reasoning.
2. The best discussion of a moral dilemma involves students doing most of the talking.
3. A teacher may not need to cover all of the optional dilemmas and the list of probe questions included in each lesson plan. It is possible to cover each step in the teaching process and facilitate a good discussion by only using the original dilemma and several questions.
4. It is not necessary for the teacher to identify stage-related student comments during a class discussion.
5. A class discussion of a dilemma should focus primarily on the moral aspect of the dilemma situation rather than the content or factual aspect.
6. Most of a class session should be devoted to the small group tasks, a general class discussion, and a closing technique.
7. Part of this experimental project involves an attempt to measure the usefulness of the teaching process. Therefore, review each step prior to teaching each moral development lesson.

K-12 Report Form: Use of the Moral Reasoning Strategy

Name _____

School _____

Grade _____

1. I have taught the following dilemma:

Name of dilemma: _____
Publisher (if any) _____

2. What went well:

3. Problems:

4. Other Comments:

5. Would you like a building resource person to visit you at a mutually convenient time? Check appropriate ones below:

_____ No, I can proceed well enough on my own for the time being.

_____ Yes, I'd like to discuss this aspect of the K-12 curriculum. (Could be about materials, classroom strategy, etc.)

_____ I'd like to receive some self-instructional materials
on Kohlberg's theory, the teaching strategy, other:
_____.

6. I will teach another moral dilemmas using this strategy sometime in the
month of _____.